

1-15-1987

Board of Trustees Minutes, January 15, 1987

Eastern Washington University

Follow this and additional works at: http://dc.ewu.edu/trustees_minutes

Recommended Citation

Board of Trustees Minutes, January 15, 1987. Board of Trustees Records, University Archives & Special Collections, Eastern Washington University, Cheney, WA. http://dc.ewu.edu/trustees_minutes.

This Article is brought to you for free and open access by the Board of Trustees Records at EWU Digital Commons. It has been accepted for inclusion in Board of Trustees Minutes by an authorized administrator of EWU Digital Commons. For more information, please contact jotto@ewu.edu.

Agenda

Board of Trustees Eastern Washington University

January 15, 1987

9:00 a.m., 4th Floor Mall, EWU Spokane Center

1. Call to Order
2. Quorum Call
3. Approval of Minutes (Attachment 3)
4. Board of Trustees
 - a. Chair
 - (1) EWU 2000
 - b. Trustees
 - (1) Presidential Search
Jean Beschel
 - (2) AGB Annual Meeting
Bert Shaber
5. President
 - a. President's Report
 - b. Review of HEC Board's Critical Questions 11 & 12 (Attachment 5.a.)
6. Academic Affairs
 - a. Vice President
 - (1) Report on Status of New Degree
Proposals at HEC Board (Attachment 6.a.(1))
 - (3) Dean's Report
Robert Elton
 - b. Faculty Organization President (Attachment 6.b.)

7. Business and Finance

a. Vice President

- (1) Pence Union Building
Alterations, Project
No. FP-84-12 (Attachment 7.a.(1))
- (2) Update on the 1987-89
Biennium Operating Budget
Request (Attachment 7.a.(2))
- (3) Update on the 1987-89
Biennium Capital Budget
Request and the 1987-93
Capital Plan (Attachment 7.a.(3))

8. Extended Programs

- a. Vice President
- b. Foundation
- c. Alumni

9. Student Services

- a. Vice President
- b. ASEWU President

10. Old Business

11. New Business

12. Executive Session

13. Personnel Actions (Attachment 13.)

Minutes
Eastern Washington University
Board of Trustees Meeting
January 15, 1987

The Board of Trustees of Eastern Washington University held its regular meeting on January 15, 1987 at 9:00 a.m. on the Fourth Floor Mall of the EWU Spokane Center.

BOARD MEMBERS PRESENT

Mr. Jack Geraghty, Vice Chair
Ms. Kathryn Bannai
Mrs. Jean Beschel
Mrs. Eleanor Chase
Mr. Bert Shaber

BOARD MEMBERS ABSENT

Mr. Michael Ormsby, Chair
Mr. Joe Jackson

STAFF PRESENT

Dr. H. George Frederickson, President
Mr. Ken Dolan, Secretary, Board of Trustees
Mr. Russ Hartman, Vice President, Business & Finance
Mr. William Shaw, Director, Financial Services
Mr. Robert Hille, Director, EWU Spokane Center
Mr. Don Manson, Business Manager, Business & Finance
Dr. Frank Borelli, Vice President, Student Services
Dr. Greg Hawkins, Acting Dean, School of Fine Arts
Mr. George Cole, Director, University Relations
Mr. Ron Short, Director, Publications
Dr. Robert Elton, Acting Dean, School of Health Sciences
Ms. Beth Ann Carr, Director, EWU Foundation
Dr. Gordon Martinen, Vice President, Extended Programs
Dr. Steven Christopher, Vice Provost, Academic Affairs
Dr. Jerald Tunheim, Dean, School of Mathematical Sciences & Tech.
Dr. Thelma Cleveland, Dean, ICNE
Ms. Sara Hakim, Chairman, WFSE
Mr. Ron Raver, Men's Athletic Director

FACULTY PRESENT

Mr. Jack Swan, President, Faculty Organization

STUDENTS PRESENT

Miss B.K. Stewart, President, ASEWU
Miss Joyce Zenner

MEDIA PRESENT

Mr. Jim Sparks, Spokesman Review-Chronicle
Ms. Pam Stark, KHQ TV
Ms. Susan Howard, KREM TV

BUSINESS MEETING

Mr. Jack Geraghty, Vice Chair, EWU Board of Trustees called the business meeting to order at 9:10 a.m. and declared a quorum.

MINUTES OF THE REGULAR BOARD OF TRUSTEES MEETING OF DECEMBER 4, 1986, Agenda Item 3.

Motion #01-01-87: "I move that the minutes of the December 4, 1986 Board of Trustees meeting be approved as corrected."

Motion by Ms. Bannai, seconded by Mrs. Beschel, approved unanimously.

BOARD OF TRUSTEES, CHAIR, EWU 2000, Agenda Item 4.a.(1).

Mr. Michael Ormsby, Chair, EWU 2000

Mr. Jack Swan announced that he would report on EWU 2000 during his report.

BOARD OF TRUSTEES, PRESIDENTIAL SEARCH, Agenda Item 4.b.(1)

Mrs. Jean Beschel, Chair, Presidential Search Committee

The Presidential Search is on schedule. The Committee has been reviewing the curriculum vitae and making reference checks on the candidates. The Committee has received 140 applications, with still more being received. The candidates are very well qualified and appear to be enthusiastic about the position.

BOARD OF TRUSTEES, AUB ANNUAL MEETING, Agenda Item 4.b.(2)

Mr. Bert Shaber, Board of Trustees

The December 4, 1986 Association of University Boards Annual meeting was well attended with each of the public universities represented. The speakers included, Barney Goltz, retiring Senator; Chuck Collins, Chair of the Higher Education Coordinating Board; and Bob Ross, President of Western Washington University. The role of trustees and regents in assuring the quality of academic programs was the main topic of discussion. Governor Gardner also made an appearance and reviewed his Higher Education Budget Proposal.

Mr. Jack Geraghty, Vice Chair, Board of Trustees

Mr. Geraghty attended a the Convocation for graduating nursing students. The ICNE is a great example of higher education cooperation in this area. It is an outstanding program measured by the success of the students who have graduated.

EWU is one of the three original sponsors of Future Spokane, a group that reaches out to the grass roots of Spokane. It is busy accessing the people's attitudes and ideas about the area.

Mr. Geraghty attended a gathering of people in the Spokane business community entitled Momentum 87. Economic development in Spokane was discussed. Research and development in the area involves higher education. University programs must be coordinated and there should be more direction in economic development. Dean Tunheim's program is being well received.

PRESIDENT'S REPORT, Agenda Item 5.a.

Dr. H. George Frederickson, President, EWU

EWU has been invited to join the Big Sky Conference. Acceptance of the invitation must be approved by the Board of Trustees before the appropriate papers can be signed.

Motion #01-02-87: "I move that EWU accept the invitation to become members of the Big Sky Athletic Conference."

Motion by Mrs. Beschel, seconded by Mr. Shaber, approved unanimously.

At a recent NCAA meeting in San Diego it was decided that there would be an effort for cost containment. There will be an attempt to limit the number of coaches and to reduce the number of scholarships. Big Sky already has a self-imposed scholarship limitation which is below the allowable NCAA limits.

On December 19 a reception was held to officially open the Tissue Culture Lab in the Science Building. The equipment for the lab was purchased through a grant received by Dr. Don Lightfoot, Advisor for Biotechnology.

There are three Thai exchange professors teaching on campus Winter Quarter. One professor, Prince Subhadradis Diskul, is a former President of Silpakorn University in Thailand. He is teaching the history of oriental art in the Art Department. Dr. Chalong Boonyananta is lecturing on cultural barriers in teaching South East Asian children for the Education Department. Finally, Dr. Poonpit Amatyakul, an M.D. in Otolaryngology and a well known musicologist, is teaching an introductory course on Thai music and dance for the Music Department.

The Joint Center for Higher Education has approved the concept of an EWU Fine and Performing Arts Center. Final approval of the Center is expected at the March meeting. The Center will also be reviewed by the Higher Education Coordinating Board.

The Higher Education Coordinating Board staff is recommending to the Board that one university be given primary responsibility for each urban area in the state. WSU would be responsible for Pullman, the Tri-Cities and Vancouver. EWU would be responsible for Cheney and Spokane. The HECB staff is also recommending that WSU be responsible for rural areas except in Teacher Education which would remain EWU's responsibility in the Eastern part of the State.

REVIEW OF HEC BOARD'S CRITICAL QUESTIONS 11 & 12, Agenda Item 5.b.

Dr. H. George Frederickson, President, EWU

EWU has drafted responses to the HEC Board's critical questions 11 and 12. The responses were mailed to the HEC Board on January 14. The HEC Board will take public comment at their meeting on January 20.

REPORT ON STATUS OF NEW DEGREE PROPOSALS AT HEC BOARD, Agenda Item 6.a.(1)

Dr. Steve Christopher, Vice Provost for Academic Affairs

The Bachelor of Science in Mechanical Technology degree combines studies from the Departments of Mathematics, Computer Science, Physics and Technology. It offers three options for study which include design, heat/power and manufacturing. The proposed degree goes before the HEC Board for approval at their April meeting.

DEAN'S REPORT, SCHOOL OF HEALTH SCIENCES, Agenda Item 6.a.(2)

See Appendix I for Dr. Robert Elton's full report.

FACULTY ORGANIZATION PRESIDENT, Agenda Item 6.b.

Mr. Jack Swan, Faculty Organization President

The EWU 2000 Steering Committee met recently and accepted the Current Status report. The report will be transmitted to the Futures Committee for their use. See Attachment 6.b. for Mr. Swan's full report.

RECESS

The Vice Chair, Mr. Jack Geraghty, called a recess at 10:45 a.m. The meeting was called back into session at 10:50 a.m.

PENCE UNION BUILDING ALTERATIONS, PROJECT NO. FP-84-12, Agenda Item 7.a.(1)

Mrs. Jean Beschel, Board of Trustees, did not participate in any discussion regarding the PUB Alteration Project because of a possible conflict of interest. Shea Construction Inc. is represented by her husband's law firm.

Mr. Don Manson, Business Manager, Business and Finance

Because of the slight cost differential involved and the excellent opportunity this award gives for EWU to improve its minority contract participation, it is recommended that the contract be awarded to the second lowest bidder, Shea Construction, Inc.

Mr. Don Wiley, representing the Walker Construction Co., stated that he objected to awarding the contract to Shea on the basis stated above.

Motion #01-03-87: "I move that the Board of Trustees accept the recommendation of the administration to award the PUB Alterations Project, No. FP-84-12 contract to Shea Construction, Inc."

Motion by Ms. Bannai, seconded by Mrs. Chase, approved unanimously.

UPDATE ON THE 1987-89 BIENNIUM OPERATING BUDGET REQUEST, Agenda Item 7.a.(2)

Late in December 1986, Governor Gardner submitted his proposed 1987-89 biennium operating budget to the members of the 1987 Legislature. His proposal was submitted in what is referred to as Book One and Book Two.

Book One provides for continued level operations or projected current authorized level (PCAL) for institutions of higher education. For the State, it proposes a 7.3 percent increase in State-appropriated expenditures. For Eastern, the Governor proposes \$78,222,128 as compared to the PCAL request of \$80,058,095.

Book Two includes the projected dollars for the PCAL calculations and for the quality improvements that the Governor has said are needed for public education. The Governor's plan would provide Eastern with \$1,947,000 for quality improvements. Also in Book Two is the proposed salary increase of \$4,118,456 for Eastern's faculty.

Mrs. Jean Beschel, Board of Trustees, stated that she would like to become involved in requesting funding for Public Service. The Fine and Performing Arts Center in Spokane is Public Service, and should receive funding support.

UPDATE ON THE 1987-89 BIENNIUM CAPITAL BUDGET REQUEST AND THE 1987-93 CAPITAL PLAN, Agenda Item 7.a.(3)

The Governor Booth Gardner State Facilities and Capital Plan for 1987-93 was published in late December. It includes \$13,383,000 for EWU for the 1987-89 biennium. Projects include:

1. The Science Building funded at nearly \$7 million in new dollars and \$1.8 million in reappropriation and an additional \$8.5 million in future bienniums. This project provides for the construction of approximately 36,000 square feet of additional space to house hazardous activities and programs. It also provides funds for remodeling of existing space.
2. Maintenance-type projects such as electrical systems, roof replacement, water storage/distribution, energy conservation, fire suppression and line safety. The total funding amounts to \$6,947,000.
3. State minor works and small repairs were funded to the sum of \$225,000 in reappropriations and \$1,857,000 in new appropriations. Local minor works are proposed at \$400,000 carry over and \$1,108,000 in new local funded projects.

EXTENDED PROGRAMS, VICE PRESIDENT, Agenda Item 8.a.

Dr. Gordon Martinen, Vice President for Extended Programs

The EWU Spokane Center is experiencing a very successful Winter Quarter. There are 240 classes being held at the Center that are attended by 3,200 students.

EWU FOUNDATION, Agenda Item 8.b.

Ms. Beth Ann Carr, Director, EWU Foundation

The EWU Foundation raised \$10,000 from a recent mailing which is part of a fund drive currently underway.

The Omer Pence, Orlin B. Killin and Robert L. Carr Scholarships have recently received contributions which total approximately \$14,000.

STUDENT SERVICES, VICE PRESIDENT, Agenda Item 9.a.

Dr. Frank Borelli, Vice President, Student Services

The Student Services areas has been extremely busy in the Financial Aid and Admissions offices. They are on track with the new registration system for the Fall Quarter of 1987.

Mr. Geraghty asked that enrollment information be transmitted to the Board of Trustees.

ASEWU PRESIDENT, Agenda Item 9.b.

See Attachment 9.b. for President B.K. Stewart's full report.

OLD BUSINESS, Agenda Item 10.

There was no old business for the Board's consideration.

NEW BUSINESS, Agenda Item 11.

Mrs. Jean Beschel, Board of Trustees,

The Spokane Joint Center Board for Higher Education is being funded by the EWU and WSU budgets and not by direct legislative appropriations. The Joint Center is currently using an attorney from the west coast as their representation from the Attorney General's Office. Mrs. Beschel made a motion that the EWU Board of Trustees formally request the Spokane Joint Center Board to use a local attorney as representation from the Attorney General's Office. Mr. Shaber seconded the motion.

Ms. Bannai would like the Board to consider this option after it has more information on why the Spokane Joint Center Board has requested a specific individual.

Mrs. Beschel withdrew her motion and she will check for further information.

EXECUTIVE SESSION, Agenda Item 12

Mr. Geraghty called an executive session at 11:45 a.m. for the purpose of discussing personnel and legal matters. He announced that the session would last approximately one hour.

The meeting was called back into session at 1:00 p.m.

PERSONNEL ACTIONS, Agenda Item 13.

Academic

1. Appointments

Bruxer, David L., Adjunct Assistant Professor of Social Work, academic year.

(B.A., M.Div., St. Thomas Seminary; M.S.W., University of Washington)

DeAnda, Raul, Assistant Professor of Social Work, for the period January 5, 1987 through June 12, 1987, term appointment.

Salary: \$13,800

(B.B.A., University of Texas; M.S.W., University of Houston)

Foltz, Barbara, Adjunct Assistant Professor of Social Work,
academic year.
(B.A., M.S.W., Eastern Washington University)

Fordan, Robert C., Assistant Professor of Radio-Television,
for the period January 2, 1987 through June 30, 1987,
term appointment.
Salary: \$10,800
(B.A., University of California at Riverside; M.A., San
Francisco State University)

Tarwater, Katherine C., Assistant Professor of Communication
Studies, for the period January 5, 1987 through June
12, 1987, term appointment.
Salary: \$13,415
(B.A., M.A., Southern Illinois University)

2. Change of Title

Rea, Jay, Assistant Librarian for Special Information
Services, effective January 1, 1987.

3. Retirement

Edmonds, James J., Professor of Music, effective June 12,
1987.

4. Sick Leave

Wiley, Donald, Professor of Education, paid sick leave for
the period January 5, 1987 through March 20, 1987.

The following are recommended for appointment as Adjunct
Professors of Health Sciences during the 1986-87 academic year:

Ms. Mary Beth Barone, Deaconess Medical Center

Dr. Scot L. Bradley, Private Medical Practice

Father Patrick Ford, Gonzaga University

Mr. Patrick Harbine, Sacred Heart Medical Center

Dr. Barry Hicks, Spokane County

Dr. Ron Kline, Sacred Heart Medical Center

Dr. Phil Morrison, Sacred Heart Medical Center

Dr. John Moyer, Private Medical Practice

Dr. P.Z. Pierce, Cheney Medical Clinic

Dr. Jan Rhine, Gonzaga University Law School

Ms. Diana Voss, Educational Service District No. 101

Dr. Howard Wilcox, Spokane V.A. Medical Center

The following University faculty are recommended for joint appointment to the School of Health Sciences:

Robert W. Atwood, Professor of Psychology

Prakash H. Bhuta, Assistant Professor of Biology

Karen A. Carlberg, Assistant Professor of Biology

Jeffrey A. Corkill, Associate Professor of Chemistry

Pamela Elkind, Associate Professor of Sociology

James L. Hanegan, Professor of Biology

Sidney K. Kasuga, Professor of Biology

Bruze Z. Lang, Professor of Biology

Donald Lightfoot, Associate Professor of Biology

Haideh Lightfoot, Associate Professor of Biology

W. Scott Mabee, Professor of Applied Psychology

Ernest C. McGoran, Professor of Chemistry

Karen L. Michaelson, Associate Professor of Anthropology

O. Jerry Parker, Professor of Chemistry

Kenneth W. Raymond, Associate Professor of Chemistry

Arthur G. Reitsch, Professor of Quantitative Analysis

Preston O. Ritter, Professor of Chemistry

John A. Ross, Professor of Anthropology

Bartlett D. Whelton, Professor of Chemistry

Administrative Exempt

1. Appointments

Anderson, Anthony, Ph.D., Director, Institute for Urban and Local Studies, School of Public Affairs, 50% time, January 1, 1987, through March 31, 1987, \$6,438.

Kolva, H. James, Senior Research Analyst, Institute for Urban and Local Studies, School of Public Affairs, January 1, 1987, through March 31, 1987, \$7,725.

2. Retirement

Middleton, Bernard A., Assistant to the Dean, School of Business, effective April 1, 1987.

Motion #01-04-87: "I move that the personnel actions be accepted."

Motion by Mrs. Beschel, seconded by Mrs. Chase. Those voting yea include: Mrs. Beschel, Mrs. Chase, Ms. Bannai, and Mr. Shaber. Mr. Geraghty abstained from voting on the administrative exempt appointments as both Mr. Anderson and Mr. Kolva are former business associates.

The motion was carried.

ADJOURNMENT

The meeting was adjourned at 1:05 p.m.

NEXT MEETING DATE

The next regular meeting date of the Board of Trustees will be held on February 19, 1987, at 9:00 a.m. in the Commuter Lounge of the Pence Union Building.

MICHAEL C. ORMSBY, Chair
Board of Trustees

KENNETH R. DOLAN, Secretary
Board of Trustees



Eastern Washington University
at Cheney and Spokane

January 7, 1987

Members of the Board of Trustees
Eastern Washington University
Cheney, WA 99004

Dear Friends:

Enclosed are draft responses to HECB Critical Questions
#11 and #12 which ask:

#11: What combination of policies and practices will
provide an optimum balance of institutional management
flexibility and public accountability?

#12: How can the higher education system be made more
efficient without reducing the quality of its products?

Copies of these draft responses are being sent to the
vice presidents, faculty leadership, and student leadership
for their review, and will be included as agenda backup in
the packets being prepared for the Board of Trustees meeting
to be held on January 15.

Sincerely,

A handwritten signature in cursive script that reads "George".

H. George Frederickson
President

Enclosures

January 6, 1987

D R A F T P A P E R

Mr. Charles Collins, Chairman
Higher Education Coordinating Board
350 Market Place Two
2001 Western Avenue
Seattle, WA 98121

Dear Mr. Collins:

The Statewide Master Plan being developed by the Washington State Higher Education Coordinating Board will attempt to answer twelve critical questions. Question #11 asks:

What combination of policies and practices will provide an optimum balance of institutional management flexibility and public accountability?

The HECB staff interprets the phrase "public accountability" to be the development of "the measures of performance" or "assessment systems." The assumption is that measurements or indicators of effectiveness for Washington higher education will result in improved public understanding of what colleges and universities seek to accomplish. It is further the assumption that once there is a better understanding of college and university effectiveness, there will be a resulting disinclination on the part of executive, legislative, and agency officials to exercise limits, controls, and regulations on institutions of higher education. If measures of performance or assessment systems were effective, and if that resulted in reduced state controls and regulations and increased institutional management flexibility, then the staff paper suggests the state higher education would achieve "an optimum balance."

The HECB staff causal assertion is certainly debatable. For example, many would suggest that even with improved measures of performance or assessment systems, it would be naive to assume any significant diminution in state controls and regulations. But it is better to put this debate aside and go directly to the issue.

In the State of Washington, should we work to develop the measures of performance of state higher education? At Eastern Washington University we believe the answer to that question to be yes.

We should not attempt to insulate our colleges and universities from detailed and analytical public scrutiny. It is the tendency of all large-scale complex organizations to attempt to wall themselves off from such examination. It is claimed that higher education practices are so subtle and so qualitative as to not be understandable by "others." It is claimed that the teaching-learning process is so individualized and mysterious that it cannot be reduced to numbers.

On the other side there are few complex organizations with more experience at the detailed subtleties of evaluation. Indeed, the grading process at at least two of the state's senior institutions enables the professor to assign a final course grade anywhere within a range of 40. Rather than the traditional four or five point grade scale, such as A, B, C, D, F, or even the somewhat more discriminate A+, A, A- model, we now have more discriminate grade assignments, such as 2.8, 3.7, etc. University faculty are remarkably effective at reducing all of the complexities of a student's level of knowledge of a given subject to a single assigned grade.

Indeed, it could be argued that higher education is one of the most highly rigorous systems of quantitative assessment ever devised. Each student, of course, must satisfy the university's general requirements and the requirements for a specific major. In a baccalaureate degree a student will take about 50 courses (the quarter system). Each of the professors in those 50 courses, many of them with decades of experience, will exercise their comparative judgement as to the knowledge of a particular subject achieved by a particular student. The composite grade point average of a university graduate constitutes the collective judgement of the faculty as to a student's level of knowledge and intellectual development.

It is, of course, properly the prerogative of the faculty to design the curriculum, to develop the appropriate pedagogy, to manage the teaching-learning environment, to conduct the learning process, and to evaluate the students in that process.

Such advanced processes of evaluation are designed, as they should be, to indicate the extent to which the individual person is educated. They are not designed to indicate to the state legislature or to the people of Washington generally the effectiveness of our state colleges and universities.

It is both possible and desirable that such collective measures of effectiveness be developed. We, of course, already have some rather good indicators such as student-faculty ratio, drop-out rates, progress toward degrees, average GPA's, etc. It should not be overly difficult to develop additional measures such as these to aggregate measures and in other ways to develop indicators of the college and university productivity. With the appropriate data and with proper policy analysis, at a minimum policy making should be better informed. More predictable and reliable decisions can result when good policy analysis is utilized.

But, it is critical to note that measures of performance or assessment systems do not necessarily result in "better" decisions. Nor do they necessarily result in better management or better universities. Policy analytic approaches to other parts of the public sector have been in use for some time with very mixed success. For example, it is now clearly the case that the criminal justice system in most states of the union is less than 10% effective, at least based upon comparisons of felonies committed to apprehensions and convictions. The police-judicial-parole system is the second most costly function of American state and local government, after education. Similarly, policy analysis demonstrates in California that it would be cheaper simply to give library books away than to operate the state and local libraries. These data do not mean that this policy analysis does not mean that the criminal justice system is wrong or should be abandoned or that the library system in California deserves discontinuation. What it does say is that policy analysis can only bring a perspective to decision making. It cannot make decisions. It certainly cannot guarantee better decisions.

We seek to imagine a better result. If Eastern Washington University is designated a co-located urban institution, we wish to work with officials at the Higher Education Coordinating Board, OFM, the state legislature, and others to define an urban co-located university. Once that meaning is established, then we would wish to work with the same group to devise indicators against which the effectiveness of Eastern Washington University can be measured, to serve the people of the State of Washington and particularly of the greater Spokane area. We are confident that such an approach will result in improved higher education services and a better university.

It is a challenging and time-consuming process to do what is described above. We recommend, therefore, that the HECB select option set 2: That task forces be created to identify and development an assessment system and to

system and to identify current policies and practices that inhibit managerial prerogative. You have our commitment that we shall participate fully and actively in such task forces and do all we are able to make them a success.

Sincerely,

Sincerely,

Michael C. Ormsby
Chairman
Board of Trustees

H. George Frederickson
President

January 6, 1987

D R A F T P A P E R

Mr. Charles Collins, Chairman
Higher Education Coordinating Board
350 Market Place Two
2001 Western Avenue
Seattle, WA 98121

Dear Mr. Collins:

The statewide master plan being developed by the Washington Higher Education Coordinating Board will attempt to answer twelve critical questions. Question #12 asks:

How can the higher education system be made more efficient without reducing the quality of its products?

The HECB Staff suggests several alternative ways by which greater efficiency can be achieved in Washington state higher education. It is clear that the issues here are at one level efficiency, but at another level economy. If one defines efficiency as achieving the most possible with the dollars available, which is the strict policy analytic definition of efficiency, then one gets a particular set of answers. If, on the other hand, one is concerned with economy, the strict definition being how to accomplish what is presently being accomplished with at least the present level or perhaps lower levels of resources, then one gets another set of answers. There is, of course, the third alternative to efficiency and economy. There is every possibility that the real answer to Question #12 is that the state should simply spend more money on education, both K-12 and colleges and universities.

As we discuss the various alternatives set out by the HECB staff, we shall attempt to differentiate between efficiency, economy, and cases in which the state simply has not invested sufficient resources to realize an effective result.

Increase The Student Success Rate

The Staff Paper suggests the possibility of putting more emphasis on K-12 education. It is the EWU perspective that such an emphasis would be most helpful. However, we are

agreed that the state K-12 system needs to look at some reallocation of its own efforts. It is our view that a greater emphasis should be put on primary school and particularly the development of basic reading, writing, and numeric skills. Certainly high school and college preparation is useful, but these basic skills are requisites for all who would function effectively in modern society. It is our view that a greater emphasis on basic skills at the primary level will not only improve the quality of junior high and high school work in Washington, but will significantly increase the probability of effective higher education. We feel that there is an overemphasis in the staff paper generally speaking on high school, when the more significant issue is in the primary schools.

We do not support mandatory course placement associated with testing. The present system of testing for purposes of advising and course guidance seems a better alternative. Mandatory systems, and particularly state-wide mandatory systems have relied too heavily on the assumed cogency of test results and leave too little flexibility at the campus level.

We strongly support improved college counseling and advising. The real issue here is neither efficiency nor economy. The issue is the absence of sufficient state funding. In the last decade state support for student services has declined precipitously with a resulting deterioration in counseling and advising quality.

The option of training better teachers (or is it training teachers better?) is a large and complicated subject. We agree that this is important to do. We further agree that it is an area in which the HECB should assume some leadership. We would suggest that the HECB, the Office of the Superintendent of Public Instruction, and others form a blue ribbon task for just that purpose. We are concerned that the upcoming legislative session might be used to legislate teacher education issues prematurely. An HECB, Governor's Office, and OSPI task force, with appropriate representatives from the universities' schools of education, could take the time necessary to develop an innovative and effective teacher preparation program that could do much to improve education in the state of Washington.

Realign The Educational Structure

We strongly support and endorse Option #1 which calls for greater use of advanced placement, course challenge, and credit by examination. These issues should be separated. First, course challenge and credit by examination are things that are appropriately done on the campus. They are expensive and will require an additional state investment. Still, it is vital that the state of Washington catch up with other states and make such an investment.

Eastern Washington University has attempted for some years to operate an advanced placement program for honors level high school seniors. It is our experience that the OSPI and local school districts are generally either indifferent to advanced placement or uncooperative. It is further our experience that there are many rules and regulations in K-12 education that make it difficult to operate an advanced placement operation. The development of such an operation would require an OSPI agreement that advanced placement is a desirable objective and a willingness on their part to adjust state rules and regulations to accommodate the especially gifted high school student.

We agree that for the gifted student a high school education takes too long and in the last year students are not making effective use of their time. A good advance placement program, particularly in the major urban centers in the state of Washington, would more effectively use state resources.

Establish Common Academic Calendars

We believe there is considerable support for an initiative to establish a common semester calendar system. This is a particularly acute issue on the eastern side of the state. Washington State University is on the semester system, while Eastern Washington University and the community colleges in Walla Walla, Spokane, Moses Lake, and the Tri-Cities are all on the quarter system. If there could be state-wide agreement on a common calendar, it would do much to improve efficiency. We believe a common semester system to be preferable to a common quarter system.

Improved Delivery Of Instructional Services

We agree that the use of instructional technology should be developed and furthered. It should be pointed out once again, however, that at least at this point telecommunications is the most expensive form of higher education instruction offered in the state of Washington. We think instruction via telecommunications is especially well suited for the state's rural areas. In the state's urban areas, however, there is a sufficient concentration of people to utilize traditional and preferred pedagogy. We believe that the traditional pedagogies are vastly preferable and should be only supported and augmented by telecommunications.

We support and endorse efforts to utilize the campus resources more efficiently, particularly in the afternoon and evening hours. We support and endorse the use of community college campuses by the state's senior institutions. It has, however, been our experience that not all community colleges are receptive to such utilization.

Increase The Emphasis On Defining And Meeting
Employer/Market Needs

We oppose the concept of assessing higher education performance in meeting employer needs. While it is clear that employment is one of the objectives of the state's higher education system, it should not be the only or even its primary objective. Employers tend to have short range views of their needs. Employers would, of course, like to have higher education take responsibility for some of their training responsibilities. We should have no illusions that employer expectations are usually or even very often consonant with higher education's purposes. Given the rapid change in the labor market and in the general world of work, it would be a colossal mistake to attempt to prepare people in too narrow a way for specific tasks. It is preferable, both in the short and in the long run to educate broadly and liberally at the baccalaureate level, to have an adaptable, thinking, and creative person. That person will know how to respond to changes in the labor market. Certainly there is much more that could and should be said with respect to the efficiency of the system of higher education in Washington. These are our initial views. We trust they will be given full consideration.

Sincerely,

Sincerely,

Michael C. Ormsby
Chairman
Board of Trustees

H. George Frederickson
President

THE STATEWIDE MASTER PLAN

Issue Area: Structure/Management

Question #11 - Management Flexibility and Public Accountability

The Higher Education Coordinating Board
invites public testimony on this question
at its January 20, 1987, meeting at the
Vance Airport Inn (Sea-Tac).

Higher Education Coordinating Board
State of Washington

December, 1986

What combination of policies and practices will provide an optimum balance of institutional management flexibility and public accountability?

At the outset, it must be understood that public accountability in this context is defined as accountability for achievement of identified performance levels; institutional performance toward specified objectives. It means public accountability in the broader sense of being responsible for the products of the system as opposed to just the individual process components. The inter-related components of the process must work to create the desired product of the whole.

Questions concerning educational management and the corresponding quality of education are being raised throughout higher education, with increasing public interest in the assessment of educational policies and practices as well as the development of a range of assessment measures of educational quality. To make such assessments, institutions need to be provided explicit public expectations against which to measure their performance. There should be a concerted effort made to define public expectations in measurable terms, as opposed to broad, general statements of goals.

In the current planning process, the interaction of policies relative to several other critical questions is very evident with respect to management flexibility and public accountability. Adoption of the roles and missions that should be assigned the various higher education institutions (#10), and how the performance of higher education institutions is to be evaluated and by whom (#4) will provide the framework for institutional assessment. Identification of incentives to increase the effectiveness of higher education (#5) and determination of methods by which higher education can be made more efficient without reducing quality (#12) will

further articulate state expectations by which institutional performance will be measured.

This report is directed toward developing a process by which higher education institutions can attain maximum management flexibility and simultaneously respond to the need for public accountability required of all public agencies and institutions. Unlike many of the other critical questions, it addresses the question of "how" rather than "what."

Under the current system, the public, through the legislature, establishes control measures in the absence of a system of assessment measures. Without state-level objectives and the means to evaluate institutional performance against those objectives, state policy has relied more and more on resources and procedural management to influence and control institutional behavior. Beyond the line-item appropriations and monthly allotment (financial plan) requirements, there are limits placed on staffing levels, salary levels, transfer of resources between programs, purchasing, printing, detailed reporting, and similar procedural constraints to institutional abilities to manage.

Institutional Perspective

The higher education system has an intrinsic stability that precludes month-to-month or term-to-term evaluations that would exhibit change as is often seen in other state agencies. Annual assessments and adjustments would be equally difficult, with changes in trends often requiring two, three, or more years to develop sufficiently to be recognized as such.

Without explicit state policies and expectations, boards of regents and trustees are not provided a framework within which to evaluate management options. Without such a framework, institutional management decisions are often specula-

tive, incurring state-level approval or disapproval only after decisions have been made and acted upon.' It is a system of trying to anticipate the reaction of those who can change the rules without clear definition of the rules at the outset.

Inherent in this relationship are ever increasing rules and restrictions intended to preclude certain decision options, often in response to actions which are considered contrary to implicit rather than explicit state expectations. The result has been the growth of distrust, manifesting itself in what institutions consider overregulation of institutional behavior.

State Perspective

The distinction between public higher education institutions and other public agencies and institutions needs, as a basis, criteria other than differing management practices and accountability standards. It is the responsibility of the state to ensure maintenance of the public trust, regardless of the service provided.

The governance by autonomous boards of trustees and regents does not distance institutions from the purview of the state nor does it shield them from public reaction. Instead, it appears to heighten the public's sense of distrust when there is a perception of inappropriate behavior. It is the state's expectation that the public trust, placed in the hands of a board of regents or trustees, will be upheld.

Current Relationship

The present situation may be characterized as contentious. From an institution point of view, the plethora of rules, regulations and restrictions impedes administrators' abilities to be good managers. From the state's point of

view, rules and regulations either have application for all state agencies and institutions without exception, as perhaps required by statute, or they have been implemented to preclude specific management practices without respect to application or circumstance.

The role of public higher education bears only partial resemblance to other state agencies which function primarily as providers of public services. The traditional role of higher education, whether publicly or privately funded and controlled, is the discovery, development and dissemination of knowledge. This role is traditionally protected from political influence by an autonomous governing boards.

Also unlike other state agencies, institutions are responsible not only for administrative management but also for educational management. State rules and regulations have predominantly addressed administrative management practices, with virtually no required assessment of educational management by which to measure the extent to which institutions achieve educational objectives.

Options

Elimination of the contentious environment that has developed must be one of the aims of the options considered. In its simplest form, this will occur if the state's expectations of higher education institutions are realized and the higher education institutions are exempt from state level administrative regulations that inhibit managerial flexibility. The options that follow, then, are not so much alternatives but a framework of a singular approach to achieve the balance sought in the basic critical question.

Option Set #1: State expectations are met through a system of assessment measures and greater institutional autonomy.

This set of options is intended to be considered in the context of Options 1A and 1B below. In order to be responsive to the issue of an optimum balance of institutional management flexibility and public accountability, that balance would not be achieved unless the following two options are considered for concurrent implementation.

Option #1A: Institutions are required to implement a two-level system of assessment; an evaluation process to assess performance against established state objectives and expectations and another to identify and evaluate internal management practices that affect the extent to which state objectives can be addressed.

Advantages

- * Assessment measures that have been established, tested and accepted by the state will replace the current system of resource and procedural controls.
- * With an accepted system of assessment measures, the legislature will be more willing to delegate greater management flexibility to the institutions.
- * Assessment will require that the state establish and communicate expectations and standards to reflect state objectives by which institutional performance can be measured.
- * The internal assessments will serve as indicators of practices that can be adopted by others to improve

performance, or to identify those that detract from performance and should be changed.

- * The internal assessments will allow institutional managers to compare their institution's performance with that of other institutions.

Disadvantages

- * An assessment system will not distance institutions from public scrutiny and publicity when there is a perception of inappropriate management practices. Lack of performance will be more evident than now.
- * Institutions will be increasingly called upon to communicate their assessments and their strengths and weaknesses in order to build and sustain the confidence of the public.
- * Individual assessment measures will be inappropriately used by some, outside of the context of the entire assessment process.
- * The state will need to use restraint to allow institutions the opportunity to develop and test assessment measures. It is not an instant panacea.

Option #1B: The state will ensure institutional administrators the opportunity to operate without imposing practices that inhibit effective management.

Advantages

- * Institutions will be afforded broad flexibility in which to develop and control resources and manage-

ment practices intended to respond to the educational expectations of the state.

- * A combination of identified assessments and responsibility for accomplishment is folded into the autonomy of higher education institutions.

Disadvantages

- * The state, through its elected officials, often reacts rapidly in its intervention, while higher education often must act more slowly in responding to change. These differences will cause friction if institutions do not adequately communicate their progress and if the state does not commit to the process.
- * Instances of identified inappropriate managerial behavior must be positively redressed by institutions to preclude re-introduction of state-level controls.

Option Set #2: Task forces are created to identify and develop an assessment system and to identify current policies and practices that inhibit managerial prerogatives.

The process of establishing acceptable and valid performance measures throughout all of higher education will involve, by necessity, many individuals and take considerable time. Various significant constituencies must be directly involved--the institutions, the faculties, the students, the executive and legislative branch, and the public. All have perspectives and interests that must be considered, balanced and coordinated. Internal as opposed to external assessments and the principles on which they are based will have to be developed,

understood, and applied to situations that are present in higher education. Like this plan itself, the measures must be established on a basis of policies and principles that are not time-sensitive or easily manipulated by minor changes in underlying factors.

Once established, the measures must be allowed to remain unchanged for a period of time, as measured in years, to assess both the results of the process and the validity of the measures. With only one or two reference points, a trend cannot validly be established nor appropriate corrective actions ascertained.

Similarly, identification and amelioration of restrictive practices that unduly inhibit institutional management must be approached from various perspectives. Regulations have been created for a reason; that reason must be understood and the underlying concern addressed. With increased flexibility goes increased responsibility. Inappropriate performance and behavior will be publicly evident; corrective actions (or lack thereof) will likewise be public.

So long as public funding is the primary basis by which institutions exist, institutional autonomy is an ideal sought but never totally realized. Private institutions, however highly regarded, cannot in all respects be the model for public institutions.

Option #2A: A task force is created to develop a system of assessment measure by which institutional performance in the meeting of state objectives will be evaluated.

Institutional assessment systems will undoubtedly contain comparable components as they pertain to meeting specific state expectations through similar programs serving like

student populations. There will also be a large measure of individuality expressed in assessment systems that will be determined by institutional role and mission and reflective of the strengths of an institution.

Advantages

- * It is important that assessment systems be developed and coordinated in such a way as to be accepted at the state level; a broadly based task force can be critical in that acceptance.
- * A task force can ensure that both internal and external measures are valid and fair.
- * Singular, simplistic measures are less likely to evolve from a task force; measures that represent the multiple roles and differences among institutions can be recognized.
- * The measurements of the institutions individually do not provide measurement of the system as a whole. Broader representation will provide the "system as a whole" perspective.

Disadvantages

- * Solutions are not instant; it will take time to establish acceptable measures and greater time before results can be evaluated and performance changed.
- * The process will require the commitment of institutional resources over an extended period of time.

- * Institutions will be under more explicit scrutiny for performance; assessment activities will consume an increased amount of institutional management time.

Option #2B: A task force is created to assess what current policies and practices inhibit effective institutional management.

Advantages

- * Institutional and state perspectives can be represented to create a balanced review.
- * The process will provide greater understanding of the often competing interests of the state and institutions, to achieve a more positive working relationship.

Disadvantages

- * Time will be required to make the assessment and to develop alternative policies and practices that are both acceptable to the state and meet the objective of increased institutional flexibility.
- * The process will require the commitment of institutional resources over an extended period of time.

THE STATEWIDE MASTER PLAN

Issue Area: Structure and Management
Question #12 - Increasing System Efficiency

The Higher Education Coordinating Board
invites public testimony on this question
at its January 20, 1987, meeting at the
Vance Airport Inn in Seattle.

Higher Education Coordinating Board
State of Washington

December, 1986

How can the higher education system be made more efficient without reducing the quality of its products?

INTRODUCTION

This paper is about making better use of existing human and financial resources. Over the past ten years, there has been a steady decline in the portion of the state's resources allocated to higher education. Even if this trend is reversed, it is obvious that a ceiling will be reached in the amount of money higher education can expect from the state and society. At the same time, it is also apparent that public higher education will continue to be expected to meet the needs of more students and to meet them better. How can public colleges and universities increase "production" without comparable increases in expenditures?

Concepts such as a redistribution of labor among institutions and limiting the access of the academically unprepared could increase efficiency. They are, however, the subjects of separate issue papers and will not be discussed here.

Four other concepts will be discussed, each of which could make better use of existing resources. It is possible to argue that some of the four educational efficiencies may represent no financial savings at all, at least initially; but after their development and implementation, efficiency could be increased as a result of both lower unit costs and improvements in the quality of instruction and learning. They do, therefore, offer substantial potential for increasing efficiency.

The alternative to each option is to continue the current practice or current level of activity in the subject area. These alternatives of "no change" are not stated but implied.

The choice for each option is to identify it for special emphasis in the master plan or to reject the option in favor of focusing attention on other areas of concern. These four concepts, together with the options identified under each, are:

INCREASE THE STUDENT SUCCESS RATE

OPTION #1: Put More Emphasis on K-12/Higher Education Articulation.

OPTION-SET #2: Require Placement Exams for New Students.

#2a: Require all New Students--Freshmen and Lower-Division Returning Students and Transfers--to Submit Academic Test Scores for Purposes of Placement Advice.

#2b: Require Mandatory Course Placement as Indicated by Test Results.

OPTION #3: Improve Counseling and Advising.

OPTION #4: Train Better Teachers.

REALIGN THE EDUCATIONAL STRUCTURE

OPTION #1: Make Greater Use of Advanced Placement, Course Challenges, and Credit by Examination.

OPTION-SET #2: Establish Common Academic Calendars.

#2a: Establish a Common Semester Calendar.

#2b: Establish a Common Quarter Calendar.

OPTION #3: Develop 2+2 Vocational Programs--High School/Community College.

IMPROVE DELIVERY OF INSTRUCTIONAL SERVICES

OPTION #1: Develop and Use Instructional Technologies.

OPTION #2: Improve Physical Plant and Resource Management.

INCREASE THE EMPHASIS ON DEFINING AND MEETING EMPLOYER MARKET NEEDS

OPTION #1: Establish Programs to Assess Higher Education Performance in Meeting Employer Needs.

A. INCREASE THE STUDENT SUCCESS RATE

Evidence from national retention studies of public and private college students conducted over several years suggests that of the freshmen who enter the nation's colleges and universities in the 1980s, about 40 percent will never achieve a degree, about 40 percent will graduate in four years, and the remaining 20 percent will delay earning their baccalaureate. Unofficial data collected by the Council of Presidents office indicate that undergraduates at Washington's public institutions are either dropping out or taking even longer to earn their degrees than the analysis of national historical data indicates. Data compiled in Maryland and Tennessee indicate that the rate at which undergraduates earn degrees in

the public institutions of those states is no better than in Washington and may be slightly worse.

There are a variety of reasons offered to explain the disappointing graduation rate of beginning freshmen. Whatever the reasons, there is clearly room for improvement. This section discusses four general areas toward which attention could be focused.

Option #1: Put More Emphasis on K-12/Higher Education Articulation.

Considering the role of higher education in social policy, particularly in matters of efficiency, it is assumed that a college or university experience is not to everyone's benefit and that ability to benefit from the higher education experience must be demonstrated before admission to the institution is granted. Perhaps the broadest consensus in the university on the issue of articulation is that higher education should do a better job of communicating to high school students, their parents, teachers, and administrators just what the university expects from students when they enter. In fact, a group of Washington colleges and universities produces a special publication for the information of Washington 8th graders that suggests ways in which high school students can prepare for college and thereby maximize their opportunities after graduation: High School: Opening Doors...and Keeping Them Open.

Institutions of higher education can help improve the preparation of postsecondary students by providing clearer signals as to the necessary skills and knowledge which should be acquired while the student is enrolled in junior and senior high school. If successful in doing this, universities could avoid spending dollars on remediation and developmental programs and instead work directly with the K-12 system to

assure levels of literacy and competence that could more effectively be achieved in the K-12 years of schooling.

Independent and yet dependent on each other, high schools and colleges need to reassess their relationship. The specifics of that relationship are enhanced by completion of the initiative begun in 1984, at the direction of the Legislature, to define the major academic skills and competencies that should be achieved before admission to college. These competencies, once defined, should be incorporated into university admission standards. Appropriations should be sought to develop and implement a collaborative effort between K-12 and higher education personnel that will define the content of those high school courses to be taken in preparation for college.

Advantages

- * Gaps and overlaps in high school-college curricula could be reduced.
- * The costs of remedial and developmental instruction would be reduced.
- * Collaboration between the K-12 and higher education system on this issue would be an important beginning point to exchanges concerning common problems.

Disadvantages

- * Increased efforts may not produce the desired effect. Many prospective students will ignore or make irrational educational and career decisions regardless of how much information is provided.

- * Effective articulation would require K-12 and higher education faculty to integrate curriculum within certain subjects or disciplines. That, in turn, would require extensive use of faculty time and complex analysis of current programs and their interrelationships.

Option-Set #2: Require Placement Exams for New Students.

With the exception of The Evergreen State College, all the public four-year institutions require new freshmen to submit test scores (Washington Pre-College, SAT, or ACT) prior to admission. At the University of Washington and Washington State University, those scores are combined with grades to determine admissability. At the regional universities, the scores are used for academic advising and placement purposes. In some cases, additional subject matter placement tests are required.

Placement testing is a service available to most students who enter a community college, and some community colleges require it. All full-time students who do not have a high school diploma must take an assessment exam. When testing is required by either a two- or four-year institution, course placement, given the student's test results, may be mandatory or students may be allowed to choose which course to take.

Option #2a: Require all New Students--Freshmen and Lower-Division Returning Students and Transfers--to Submit Academic Test Scores for Purposes of Placement Advice.

Students whose scores fall below the minimums established by each college or university should be required to take placement exams prior to course enrollment. Test results

would be advisory only, and students would be free to enroll in any course for which they meet prerequisites.

Advantages

- * Early intervention increases the retention rate.
- * Students would have difficulty avoiding the academic advising they need. Placement test results help students to develop a more accurate academic self-concept.
- * Students would not get lost in the course placement system through institutional default.

Disadvantages

- * Current mechanisms for doing assessment/counseling may not be sufficient for a more intensive program, resulting in additional costs of "new" programs to meet this objective.
- * Transfer and older, returning students are sometimes reluctant to be tested, despite the fact that it may help them to understand where they are in the spectrum of academic experiences.
- * A comprehensive placement testing program requires considerable development costs and will consume resources that could be utilized for instruction.

Option #2b: Require Mandatory Course Placement as Indicated by Test Results.

Mandatory course placement would include both the remedial-developmental and college-level curriculum and

could include the option of placement in a class one level higher or lower to allow for poor test-taking abilities, error, and student motivation.

Advantage

- * Specific, direct action to deal with lack of preparation would be available.

Disadvantages

- * The matching of skill shortcomings to specific courses as remedies may not be precise enough to provide proper placement.
- * Some students are motivated to achieve simply by receiving information that they tested poorly--below their own perceptions of their ability.

Option #3: Improve Counseling and Advising.

Some students come to higher education with great potential and poor preparation; others are unclear as to what higher education can do for them. Entering freshmen, in particular, but undergraduates in general, have difficulty perceiving any reason for learning beyond the diploma or major that will render them employable, and many enter postsecondary institutions without an adequate educational/career plan.

The National Longitudinal Survey data on the High School Class of 1972 documented that 53 percent of those who entered college (two- or four-year) with the intention of receiving a bachelor's degree actually achieved their goal within 7.5 years of high school graduation. It has been argued that nonretention does not necessarily mean failure on the part of

student or college, but the number of students who drop out could be reduced by directly addressing the areas of greatest anxiety and frustration:

- ⌘ lack of financial resources to meet university expenses;
- ⌘ academic skill deficiencies;
- ⌘ vague educational and career plans with misplaced levels of aspiration;
- ⌘ difficulty in adjusting to the campus, to the role of student, to the bureaucratic aspects of the university, and to family/domestic problems.

Academic advising is not a commonly used service at most two- or four-year institutions in Washington. Students are assigned advisers, but advising itself, except during the process of admission, is permissive. Since only a relatively small percentage of students with potential advising or retention problems ask for help, and they tend to do so after their problems have reached a crisis state, stronger emphasis on advising could increase instructional efficiency and improve retention.

The master plan should emphasize the importance of advising, and colleges and universities should be invited to develop specific plans for strengthening advising on the campus. These plans and their results should be reported to the Higher Education Coordinating Board as well as the institution's governing board.

Advantages

- * Persisting in college represents a choice that is available to most students. Unnecessary "dropping out" is a waste of human resources.
- * Academic advising could help students realize their maximum educational benefits by helping them to clarify their values and goals, understand the nature and purpose of higher education, plan educational programs consistent with their interests and abilities, and monitor and evaluate their educational progress. Focused learning motivates students.

Disadvantages

- * Academic advising requires extraordinary energy and commitment on the part of faculty and/or staff. Faculty are frequently unwilling or unable to advise any student other than a graduate student.
- * Many students simply terminate their enrollment when they have fulfilled their objectives. Others find higher education unsuited to their needs and skills.

Option #4: Train Better Teachers.

The issues indicating the need for better teacher training programs in Washington are outlined in a 1986 report on teacher education prepared by the State Board of Education:

"Prospective teachers study the liberal arts, they specialize in a subject field, and they complete professional studies in education, including student teaching...The integration of the three areas, however, is less developed.

Blending and mutual support among these parts of teacher education are largely lacking. Using the concepts of the various disciplines as a knowledge base for teaching...is not a part of teacher education. Familiarizing prospective teachers with the structure and the nature of knowledge...even in their major subject, does not occur in most colleges and universities.

"Subjects and sequences of subjects (such as constitute a major) are taught in packages or courses. In most institutions each course is a separate entity...relationships among courses should be drawn... Students should not be left completely on their own to synthesize what they learn.

"In most institutions, students do not proceed through a program as a closely knit cohort... Students remain soloists. The benefits of peer feedback and interaction go largely untapped, except perhaps in student teaching....

"Even though an increasing number of older students are entering teaching education courses, the approach in college teaching is geared to the traditional college student, the 18- to 24-year old...."

Education cannot be considered efficient unless it is also effective. One of the best ways to improve the efficiency of the state's colleges and universities is to improve the quality of the students they admit. But better students are the result of better teaching and better teachers.

The HECB should assume leadership of the review and revision of the teacher preparation curriculum at the state's universities. This effort should be undertaken in close cooperation with university personnel, personnel from the Office of the Superintendent of Public Instruction, practicing K-12 teachers and administrators, and other interested groups.

Advantage

- * If better teacher training programs aren't established and implemented the problems we now face will continue.

Disadvantage

- * Improving teacher education programs will cost more, especially initially.

B. REALIGN THE EDUCATIONAL STRUCTURE

Option #1: Make Greater Use of Advanced Placement, Course Challenge, and Credit by Examination.

In 1971, the Carnegie Commission on Higher Education suggested that (1) the length of time spent in undergraduate college education could be reduced by one-fourth without sacrificing educational quality; and (2) young people should be given more options (a) in lieu of formal college, (b) to defer college attendance, (c) to stop out from college in order to get service and work experience, and (d) to change directions while in college.

A few time-shortened degree programs were designed and implemented, but even in the 1970s, when higher education enrollments were increasing rapidly and public and private interest in instructional "innovation" was high, the concept did not receive much support. Despite the fact that time-shortened baccalaureate programs are no longer in vogue, it is possible to reduce the time it traditionally takes to earn the baccalaureate.

Some students currently participate in honors, advanced placement, or accelerated high school programs, but the proportion could be increased. For example, in a survey of all 1986 school graduates who took the Washington Pre-College Test in 1985-86, less than one-third indicated that they participated in programs that either challenged them academically or would allow them to graduate from college early. Many of the rest completed their academic requirements as

freshmen, sophomores, and juniors, and used their senior year to take elective courses that did not necessarily help in their preparation for college.

Colleges and universities typically have policies to grant credit and placement to students who submit scores above institutionally-established minimums on College Board Advanced Placement Examinations (AP). The College Board College Level Examination Program (CLEP) also may yield college credit. And most institutions allow students to challenge regularly scheduled courses for credit. But these practices are not universal; formal recognition of pertinent extra-institutional learning is handled on an exception basis; and when credit is granted, it should be identified as such on the student's permanent record. In many instances, credit for extra-institutional learning practices are treated with suspicion.

If faculty attitudes toward advanced placement, CLEP, and course challenge were more positive, and the potential for earning college credit through the testing process were better understood by students and their parents, the senior year of high school might be put to better use, and the time to degree could be shortened.

In fall 1985, Minnesota began a unique program that encourages high school juniors and seniors to enroll in postsecondary education at state expense. The goals of the program are to increase student opportunities and options, and to "promote rigorous educational pursuits." Under this program, high school students may enroll in any college or university credit course that counts toward a degree, certificate, or diploma. The program excludes remedial or developmental instruction that does not apply to regular program requirements. Minnesota law allows the public colleges and universities to count the high school students among their

state-supported FTEs. Thirty-five hundred students out of a possible 110,000 took advantage of the program during the 1985-86 academic year.

The HECB should develop a plan, based upon the Minnesota experience, to enable students in their senior year of high school to begin college credit work. The Board should follow this plan with specific recommendations for legislation and funding. Colleges and universities should be encouraged to support and participate in this plan and to make maximum use of credit by examination and challenge examinations for enrolled students.

Advantage

- * Currently, only students who are exceptionally motivated or well prepared find ways to shorten the time to degree, and it is up to them to take the initiative. A specific program to provide this opportunity would increase the use of this option and, therefore, increase system efficiency.

Disadvantages

- * No single test can cover the vast amount of material contained in a course. The perennial message from professional societies is that college graduates are not adequately prepared. Reliance upon a score in a single examination rather than completion of an entire course could exacerbate the problem of underpreparation.
- * Institutions depend upon student enrollment for funding in order to maintain programs and retain adequate staff. Financial incentives might be

required before faculty and administrators would become advocates of testing-for-credit and other advanced placement concepts.

Option #2: Establish Common Academic Calendars.

The academic calendar has been an issue at least twice in the past thirteen years. In 1973, the chairman of the House Appropriations Committee expressed his concern to the executive coordinator of the Council on Higher Education that "there was often a credit loss to the student when transferring from one institution to another...it is incumbent upon us to work diligently toward a standardization of the systems." (A. N. "Bud" Shinpoch, letter to James M. Furman, June 10, 1973).

In August 1980, the Interinstitutional Committee of Academic Officers established a committee to "develop a common semester calendar for Washington's public four-year institutions...." (Byron L. Youtz, Chair, ICAO, letter August 22, 1980). In 1973 and again in 1980, the impetus was the potential for saving state money.

Nationally, the semester calendar is favored by more than 60 percent of all public and private institutions. The data point to a uniform calendar within particular systems or states. The decisions for uniform calendars are most often based on concerns such as the need for articulation and reducing administrative costs.

The public institutions in Washington currently operate on two calendars. All but one institution uses the quarter calendar; the early semester calendar is used at Washington State University. Common calendars improve articulation, efficiency, and accountability. As the use of instructional

telecommunications increases, there is greater need for instructional coordination and scheduling and, therefore, greater need for a common calendar.

Option #2a: Establish a Common Semester Calendar System.

Advantages

- * Compared with the quarter, the semester provides a longer period of continuous instruction and study. The student is better able to learn, reflect, understand, and appreciate the course material, and to conduct research, write papers, and acquire skills.
- * There is greater turn-around time -- that time between terms when it is necessary to complete all the activity from the previous term and begin the activity necessary to start the next term. All of the standard operations of registration, scheduling classes, and the handling of grades and records are done twice a year rather than three times.
- * The administrative costs related to the attraction, retention, and attrition of students, and to registration and financial aid, would be lower under the semester system.
- * Agrarian concerns have now been replaced by concerns for breaks and holidays. The semester system allows for a week off at Thanksgiving and in the spring, and a long break between terms at Christmas. The early semester also provides the opportunity for early entry into job market; the spring semester ends in mid-May.

Disadvantages

- * One "bad" course is a larger loss of the academic year's "success."
- * The student's program of study might suffer during the conversion. Students may be caught in the middle of a course sequence when the change takes place and be required to miss or repeat some course material.
- * The financial impact of converting five four-year institutions and 27 community colleges to the semester system would be considerable. These include many one-time conversion costs, as well as considerable faculty and administrative time to plan and conduct the conversion.

Option #2b: Establish a Common Quarter Calendar.

Advantages

- * The opportunity to enter, exit, and reenter more frequently with less time between opportunities is an advantage to students.
- * The shorter time from beginning to end of term can be a stimulus to organization and activity.
- * Currently, all Washington public colleges and universities but one are on the quarter system. The one-time conversion costs would be less.

Disadvantages

- * As with the conversion to a semester system, enrolled students might suffer disruption of their program and conversion costs would be incurred at one institution.
- * The financial and education "costs" associated with three rather than two terms of operational activities would continue.

Option #3: Develop 2+2 Vocational Programs--High School/Community College

Everyone benefits if a student can make continuous educational progress without unnecessary repetition. Impediments to this objective most frequently occur at transition points from one level of education to another. Although some high schools and community colleges have made specific efforts to coordinate and articulate similar vocational programs--Bellevue, Yakima, Spokane, Everett, and Edmonds community colleges have particularly strong programs--the area is one that could benefit from further development.

Generally community college programs are organized to accept individuals from any educational background as long as minimum prerequisites are met. Formal recognition of other pertinent learning typically requires initiating actions by the students, most of whom probably could not predetermine their familiarity with the material in a particular course. This can lead to the unnecessary repetition of material already learned.

The desired articulation between related high school and community college vocational programs can be achieved through

the establishment of a 2+2 program. "Two plus two" refers to a two-year high school vocational program which may be complete in itself but also can feed into a community college technical program. When high school students enter the community college program, they are placed, with advanced standing, as their performance levels indicate. Implementation of the 2+2 concept precludes the need for students to retake the vocational courses they took in high school and allows them to continue their training at an appropriate level.

The master plan should include a policy of encouraging greater development of the 2+2 approach for community colleges and similar efforts on the part of vocational technical institutes.

Advantages

- * The 2+2 concept provides for an early start for postsecondary vocational students. Two years is an insufficient amount of time for the typical high school graduate to master the skills and knowledge required in many community college occupational programs, especially those of a highly technical nature.
- * The junior and senior years of high school can be better utilized as a result of better program coordination and increased student motivation.
- * The establishment and availability of meaningful educational options could reduce the high school drop-out rate.

- * The development of vocational skill centers increases the ease with which students can transition from programs in the high school to the community college.

Disadvantage

- * Planning, developing, and maintaining 2+2 programs will take extraordinary effort on the part of many high school and community college faculty and administrators.

C. IMPROVE DELIVERY OF INSTRUCTIONAL SERVICES

Option #1: Develop and Use Instructional Technologies.

In March, 1986 the HECB adopted a resolution calling for the development of a state plan for the use of telecommunications in higher education. The resolution was the consequence of two public universities moving toward the development and expansion of separate instructional telecommunications systems, one microwave and the other satellite.

The microwave system (WHETS), in operation since fall, 1985, links WSU and the UW with off-campus locations in major urban areas. Current offerings include ten engineering and computer science courses, but courses in education, management, and mathematics have been offered in past semesters. Eastern Washington University purchased and installed its satellite uplink in summer, 1986; EWU and ESD 101 began offering high school programming to fourteen school districts in fall, 1986. The programming for both the microwave and satellite is live; both are interactive; the response to both media has been favorable; currently neither is earning sufficient revenue to cover costs.

The question is no longer whether instructional technologies will be developed and used. The question is when will higher education make routine use of instructional technologies, rendering them cost effective?

The HECB should adopt a position of encouraging increased use of the new instructional technologies.

Advantages

- * Extensive use of telecommunications could reduce the unit cost of developing and offering instructional programs.
- * Telecommunications hardware and software expenditures could preclude the need for new facilities.

Disadvantages

- * Substantial money has been wasted on the purchase of technological equipment that was never fully used. Without an ongoing assessment of needs, it is easy to over-purchase.
- * Technologies become obsolete relatively rapidly. The best use of telecommunications will take a coordinated plan and the consistent evaluation of the effectiveness of instructional technologies.

Option #2: Improve Physical Plant and Resource Management.

Neither two- or four-year institutional facilities are fully utilized. Community college courses are scheduled primarily in the morning and evening; the afternoon schedule is relatively light. Mornings are busiest on four-year

campuses; both afternoon and evening schedules are comparatively light. More intensive use of existing facilities would enable institutions to serve more students at lower average cost. As the demand for educational services increases near the end of this century, greater efficiency could be realized by this means.

Four-year institutions currently offer a few off-campus programs using community college sites, but that is the exception and not the rule. Western Washington University uses facilities at Everett, North Seattle, Seattle Central, and Skagit Valley community colleges. Central Washington University shares facilities with Pierce and Edmonds community colleges. The Evergreen State College owns a building which is located on the campus of Clark College. More frequent consideration of the joint use of community college facilities could reduce capital and operating costs.

The effect of the rapidly increasing costs of library materials without compensatory budget improvements has been a reduction in library buying power. Very expensive, but seldom used scholarly reference materials could be consolidated in certain institutions, with the faculty and students of other colleges and universities accessing them electronically or through inter-library loan.

The HECB should encourage institutions to examine the suggestions made above and report on their practicality.

Advantages

- * With better facilities utilization, major capital investments could be deferred for several years.

- * With respect to offering four-year programs in community college facilities, the physical proximation of faculty, students, and programs is likely to improve articulation and coordination and the duplication of courses and services could be reduced.
- * By limiting the number of expensive volumes purchased and sharing in their use, college and university libraries could spend more of their budget on frequently used reference materials.

Disadvantages

- * Until enrollment demand is so great that many courses must be offered twice, afternoons and evenings will always be less time-and-space efficient than mornings.
- * Both faculty and students would rather use afternoons and/or evenings for activities other than coursework. For example, students who work part-time usually work in the afternoons or evenings.
- * Indirect access to library reference materials could, in some cases, be an inconvenience and involve delays in access to materials that makes it difficult to complete studies on time.

D. INCREASE THE EMPHASIS ON DEFINING AND MEETING EMPLOYER/MARKET NEEDS

Option #1: Establish Programs to Assess Higher Education Performance in Meeting Employer Needs.

The economic and statistical indicators that measure the state of American society suggest that since 1975 the United States has become a less wealthy nation and a significantly changed one. These new trends are important to colleges and universities, because if they continue, and it is expected that they will, many college graduates will experience lowered real incomes, increased job insecurity, and more competition for advancement.

While such projections are always imperfect, they do raise questions about the advice given to undergraduates about majors and employment possibilities. The fact that there has been a drop in the proportion of jobs in the manufacturing sector and a concurrent rise in the service sector has been well publicized. What has been given far less attention is that fact that Americans now work in smaller establishments; jobs are less secure.

In the past, a detailed knowledge of how the labor market works and what that knowledge implied for college graduates may not have been necessary. Today this is no longer the case. On most campuses, with the exception of the use of an occupational data base by many of the community colleges, little research is being done or instruction given on the labor market and its workings as they concern students.

The HECB, working with colleges and universities, should explore means of bringing relevant labor market information, including projections, to the attention of students and prospective students.

Advantages

- * Program quality and efficiency could be improved if part of the assessment of programs were tied to

consideration of the department's major publics and markets, its most effective courses, etc.

Disadvantages

- * In-house training programs provided by employers currently compensate for deficiencies in undergraduate education.
- * The processes of substantiating the value of or repositioning existing programs takes effort. The faculty/departments will need time as well as support to implement the assessment procedures and, if necessary, to make changes.

EWU

Memorandum

To: H. George Frederickson, President

From: Phillip L. Beukema, Acting Vice President and Provost for Academic Affairs
Phillip L. Beukema

Date: January 6, 1987

Subject: Bachelor of Science in Mechanical Technology

The proposed Bachelor of Science in Mechanical Technology degree program, which was submitted to the Higher Education Coordinating Board on June 12, 1986, combines studies from the Departments of Mathematics, Computer Science, Physics, and Technology. It offers three options for study which include design, heat/power, and manufacturing. The primary objective of the program is to prepare students for entry into a technical position in business and industry with the emphasis being the "application" of engineering principles to the solution of practical problems. Since the degree will be offered both on and off campus, area residents will be provided with an opportunity to continue their education in Spokane in the evening.

Initial discussions of Mechanical Technology in the State of Washington began several years ago at the Washington Council on Engineering and Related Technical Education meetings. Recent economic improvements, shortages of mechanical technicians, and rapid increases in the demand for graduates with technological education support the establishment of high technology programs in Washington State. Interest in the program, even though it has not been publicly announced as a functioning and funded program, has been outstanding. Community college graduates, community college students, and our present students have expressed an interest in the new program.

The proposed program is designed to complement the two-year associate degree program in mechanical engineering technology, mechanical design, and related programs now offered within the State by various community colleges. The program will also complement previous studies taken by transfer students in the field of mechanical engineering or mechanical design and allow some of our Industrial Technology design and production option students an opportunity to obtain more advanced technical education.

Higher Education Coordinating Board staff indicated in a recent (January 6, 1987) conversation that work on the state master plan's critical questions has delayed review of the program until the last few days. The critical questions review has also made it difficult to include new program proposals on the agenda of HEC Board meetings. Staff is now attempting to get one proposal included in each meeting's agenda. It was predicted that EWU's B.S. in Mechanical Technology would be on the agenda of the Board's April meeting.

PLB:v



FACULTY ORGANIZATION REPORT
Jack A. Swan, President

Board of Trustees
January 15, 1987

Faculty Organization Activities

The Academic Senate has not met since the last Board of Trustees meeting held on December 4, 1986, therefore, my report will be quite brief.

1. Sexual Harassment Policy Statement

On December 4, 1987 at 3:00 p.m. the Faculty Affairs Council conducted an open meeting in order to discuss the proposed Sexual Harassment Policy Statement with all interested parties - students, classified staff, administration staff, and faculty representatives. The Faculty Affairs Council had invited Faith Hanna, an attorney for Washington Education Association, to give comments and suggestions on Eastern's proposed policy.

At this meeting there was much discussion by way of Attorney Hanna's statements and her responses to many questions from the participants in attendance. Attorney Hanna also attended the Faculty Affairs Council meeting that followed. The responses, I received, from those in attendance at these meetings were positive. The Faculty Affairs Council will continue to work with Attorney Hanna and the other interested parties as they continue to develop this policy.

The policy will possibly be ready for your consideration at the February 19, 1987 meeting.

2. Major Council Activities

a. Reaccreditation Self-Study

Undergraduate Affairs Council area	- <u>Outcome Measures</u>
Graduate Affairs Council area	- <u>Graduate Studies</u>
	<u>and Research</u>
Business Affairs Council area	- <u>Resource Allocation</u>
	<u>System.</u>


b. Computing Plan

The Academic Computing Council is developing a comprehensive plan for Academic Computing.

c. Student Activities

The Student Affairs Council is actively participating in the Sexual Harassment Policy development.

**EWU
MEMORANDUM**

TO: Dr. H. George Frederickson, President
FROM: Russ Hartman, Vice President, Business and Finance 
DATE: January 5, 1987
SUBJECT: Contract Award

It is recommended that the Board of Trustees at its January 15, 1987, meeting approve the award of a contract over \$17,500 relative to Project No. FP-84-12, Pence Union Building Alterations.

Because of the small cost differential involved, I am recommending that the contract be awarded to the second low bidder, Shea Construction, Inc., because of the excellent opportunity this award gives us to improve our minority contract participation. Information is attached.

B&F:3:pm
BOTJANA

P U B L I C W O R K S C O N T R A C T A W A R D

52

PROJECT: Pence Union Building Alterations

PROJECT NO.: FP-84-12

DESCRIPTION: This project will provide new furnishings, carpet, wall covering, painting, refurbishing of existing furniture, lighting revisions, plants and planters, window coverings and related work in the P.U.B.'s Multi-Purpose Room, student lounges and corridor/balcony areas.

FUNDING: Pence Union Building Expansion, FAS Account # 770100

DESIGN: Design Concept Associates; Spokane, WA

A/E ESTIMATE: \$148,790.00 (base bid), \$16,210.00 (alternates), \$165,000.00 (total)

B I D T A B U L A T I O N S

Bidder	Base Bid	Alt. No.A.1	Alt. No.A.2	Alt. No.A.3	Alt. No.A.4	Base Bid w/Alts.	% MBE	% WBE	Total Staff	Minority Staff	Percent Minority	Women Staff	Percent Women
Walker Construction	\$123,244.00	\$6495.00	\$3800.00	\$3150.00	\$3584.00	\$140,273.00	0	11.9	8	0	0	1	14.3
Shea Construction, Inc.	\$128,900.00	\$5100.00	\$3800.00	\$3150.00	\$3400.00	\$144,350.00	.5	6.6	3	1	33	1	33
Hamre Construction	\$129,870.00	\$6822.00	\$3819.00	\$3285.00	\$3679.00	\$147,475.00	0	15.54	11	0	0	3	27.3
Associated Building Components	\$131,899.00	\$7175.00	\$3780.00	\$3000.00	\$4100.00	\$149,954.00	6.95	13.45	16	1	6.3	2	12.5
Atkinson Construction	\$135,440.00	\$7600.00	\$4229.00	\$12000.00	\$4400.00	\$163,669.00	3	3	6	0	0	2	33
White Mountain Construction	\$154,734.00	\$7280.00	\$4049.00	\$3360.00	\$3067.00	\$172,490.00	0	0	5	0	0	2	40

Alternate A.1 - To provide textile wall covering in rooms 201, 202, 203.

Alternate A.2 - To provide tables for multi purpose room.

Alternate A.3 - To provide increase to banner allowance.

Alternate A.4 - To provide carpet pad to all areas indicated to receive carpet.

MWBE CERTIFICATION (AMENDED)

(Refer to Article 25, Subsection F, Supplementary General Conditions)

BIDDER : WALKER CONSTRUCTION, INC.

PROJECT NO.: FP-84-12 PROJECT : Pence Union Building alterations

***** CONTRACTOR'S CERTIFICATE *****

I hereby certify that Minority and Women's Business Enterprises listed herein are currently certified by the Office of Minority and Women's Business Enterprises, 221 Fifth Avenue West, Olympia, Washington 98504, (206-753-9693), and shall be utilized in the performance of the work in the amounts shown.

SIGNATURE : Additional information from J. Steve Walker on Dec. 31, 1986

TITLE : Dean W. Guineman, A&E Services

***** ACHIEVEMENT SUMMARY *****

	Bid Form Amount	Minority Amount	Minority Percent	Women's Amount	Women's Percent
Basic Bid					
<u>w/ALL ALTERNATES</u>	<u>\$140,273.00</u>	<u>0</u>	<u>0</u>	<u>16,700.00</u>	<u>11.9</u>

***** MWBE FIRMS *****

Firm	M W or B	Address	\$ Amount of Contract
<u>J. Shays Paint & Design</u>	<u>W</u>	<u>Spokane, WA.</u>	<u>\$16,700.00</u>

M ... Minority Business Enterprise

W ... Women's Business Enterprise

B ... Both - Combination Minority and Women's Business Enterprise

(Attach Additional Sheets if Necessary)



ARCHITECTURAL and ENGINEERING SERVICES
Rozell Plant, MS-194 • Cheney, WA 99004
(509) 359-6323

BIDDER'S YEARLY EMPLOYMENT REPORT

FIRM Walker Construction, Inc.

DATE SUBMITTED 12-30-86

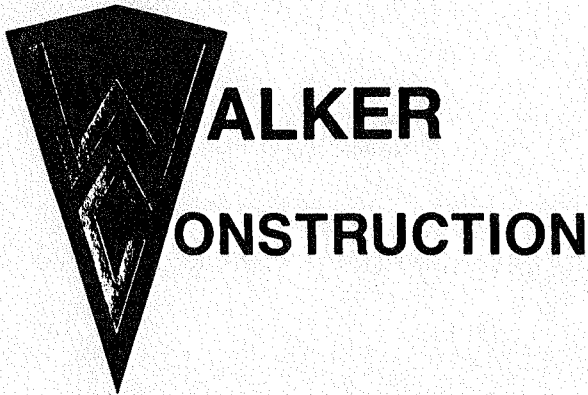
SIGNATURE OF REPORTING OFFICIAL _____

J. Steve Walker

TITLE President

REPORT OF PRIOR 12 MONTHS PERIOD		TOTAL WORKERS (Includes minority workers)		MINORITY WORKERS REPORT				
MONTH	YEAR	MEN	WOMEN	BLACK AMERI.	ASIAN AMERI.	AMERI. IND.	SPAN. AMERI.	OTHER
January	1986	5	1				1	
February	1986	5	1				1	
March	1986	6	1				1	
April	1986	6	1					
May	1986	9	1					
June	1986	8	1					
July	1986	9	1					
August	1986	11	1					
September	1986	13	1				1	
October	1986	12	1					
November	1986	7	1					
December	1986	7	1					

INSTRUCTIONS: A Bidder's Yearly Employment Report shall be submitted with the Contractor's bid. The reporting period shall include twelve consecutive months ending with the current month. The report shall include each individual who was on the Contractor's payroll during the month.



The undersigned have met and reviewed the EEO Policy of Walker Construction Inc. on the date set forth below. It was reported that the following minority employees were in the company's employ in 1985.

<u>Women</u>		<u>Hours</u>
Linda M. Betschart		503
Joyce Hayes		1480
<u>Other Minorities</u>	<u>Origin</u>	<u>Hours</u>
Terry L. Estes	Spanish	926
Jack L. Flores	Spanish	9
Arthur LeBret	Native American	73½

The following subcontractors were also utilized:

<u>Subcontractor</u>	<u>Specification</u>	<u>Dollars Earned</u>
CDS Paintings & Coatings, Inc.	MBE, WBE	\$27,191
S & F Construction	WBE	11,267
Nelson Mechanical Plumbing & Heating	MBE	1,566

It was further reported that the company made a practice of pursuing bids from minority and womens business enterprises as a regular part of their bidding process.

The rest of the EEO Policy was reviewed and we found the company to be in compliance with the guidelines as stated.

It was agreed to continue to practice affirmative action policies in hiring and subcontracting work.

Date 2-14-86

Joyce Hayes Joyce Hayes
EEO Guidelines Supervisor

Donald C. Wiley Donald C. Wiley

J. Steve Walker J. Steve Walker
President

WALKER CONSTRUCTION, INC.

EEO STEPS FOR COMPLIANCE

The Contractor shall take specific affirmative actions to ensure equal employment opportunity. The evaluation of the Contractor's compliance with these specifications shall be based upon its effort to achieve maximum results from its actions. The Contractor shall document these efforts fully, and shall implement affirmative action steps at least as extensive as the following:

1. Ensure and maintain a working environment free of harassment, intimidation, and coercion at all sites, and in all facilities at which the Contractor's employees are assigned to work. The Contractor shall specifically ensure that all foreman, superintendents, and other on-site supervisory personnel are aware of and carry out the Contractor's obligation to maintain such a working environment, with specific attention to minority or female individuals working at such sites or in such facilities.
2. Establish and maintain a current list of minority and female recruitment sources, provide written notification to minority and female recruitment sources and to community organizations when the Contractor has employment opportunities available, and maintain a record of the organizations' responses.
3. Maintain a current file of the names, addresses and telephone numbers of each minority and female off-the-street applicant and minority or female referral, a recruitment source or community organization and of what action was taken with respect to each such individual.
4. Develop on-the-job training opportunities and/or participate in training programs for the area which expressly include minorities and women, including upgrading programs and apprenticeship and trainee programs relevant to the Contractor's employment needs, especially those programs funded or approved by the Department of Labor. The Contractor shall provide notice of these programs to the sources compiled under No. 2 above.
5. Disseminate the Contractor's EEO policy by providing notice of the policy to training programs and requesting their cooperation in assisting the Contractor in meeting its EEO obligations; by including it in any policy manual and collective bargaining agreement; by publicizing it in the company newspaper, annual report, etc.; by specific review of the policy with all management personnel and with all minority and female employees at least once a year; and by posting the company EEO policy on the bulletin boards accessible to all employees at each location where construction work is performed.
6. Review, at least annually, the company's EEO policy and affirmative action obligations under these specifications with all employees having any responsibility for hiring, assignment, layoff, termination or other employment decisions including specific review of these items with onsite supervisory personnel such as Superintendents, General Foremen, etc., prior to the initiation of construction work at any jobsite. A written record shall be made and maintained identifying the time and place of these meetings, persons attending, subject matter discussed, and disposition of the subject matter.

7. Disseminate the contractor's EEO policy externally by including it in any advertising in the news media, specifically including minority and female news media, and providing written notification to and discussing the Contractor's EEO policy with other Contractors and Subcontractors with whom the Contractor does or anticipates doing business.
8. Direct its recruitment efforts, both oral and written, to minority, female and community organizations, to schools with minority and female students and to minority and female recruitment and training organizations serving the Contractor's recruitment area and employment needs. Not later than one month prior to the date for the acceptance of applications for apprenticeship or other training by any recruitment source, the Contractor shall send written notification to organizations such as the above, describing the openings, screening procedures and tests to be used in the selection process.
9. Encourage present minority and female employees to recruit other minority persons and women and where reasonable, provide after school, summer and vacation employment to minority and female youth both on the site and in other areas of a Contractor's work force.
10. Validate all test and other selection requirements where there is an obligation to do so under 41 CFR Part 60-3.
11. Conduct at least annually, an inventory and evaluation at least of all minority and female personnel for promotional opportunities and encourage these employees to seek or to prepare for, through appropriate training, etc., such opportunities.
12. Ensure that seniority practices, job classifications, work assignments and other personnel practices, do not have a discriminatory effect by continually monitoring all personnel and employment related activities to ensure that the EEO policy and the Contractor's obligations under these specifications are being carried out.
13. Ensure that all facilities and company activities are nonsegregated except that separate or single-user toilet and necessary changing facilities shall be provided to assure privacy between the sexes.
14. Document and maintain a record of all solicitations of offers for sub-contracts from minority and female construction contractors and suppliers, including circulation of solicitations to minority and female contractor associations and other business associations.
15. Conduct a review at least annually, of all supervisors' adherence to and performance under the Contractor's EEO policies and affirmative action obligations.

MWBE CERTIFICATION

(Refer to Article 25, Subsection F, Supplementary General Conditions)

BIDDER : Walker Construction, Inc.

PROJECT NO.: FP-84-12 PROJECT : Pence Union Building Alterations

***** CONTRACTOR'S CERTIFICATE *****

I hereby certify that Minority and Women's Business Enterprises listed herein are currently certified by the Office of Minority and Women's Business Enterprises, 221 Fifth Avenue West, Olympia, Washington 98504, (206-753-9693), and shall be utilized in the performance of the work in the amounts shown.

SIGNATURE : 

TITLE : J. Steve Walker President

***** ACHIEVEMENT SUMMARY *****

	Bid Form Amount	Minority Amount	Minority Percent	Women's Amount	Women's Percent
Basic Bid	<u>\$ 123,244.⁰⁰</u>	<u>0</u>	<u>0</u>	<u>\$ 13,340.⁰⁰</u>	<u>10.8%</u>

***** MWBE FIRMS *****

Firm	M W or B	Address	\$ Amount of Contract
<u>J. GRAYS & PRINT & DESIGN</u>		<u>P.O. BOX 3005</u>	
<u>CO. INC. # WBE W2-F080-258</u>	<u>W</u>	<u>SPOKANE WA 99220</u>	<u>\$ 13,340.⁰⁰</u>

M ... Minority Business Enterprise

W ... Women's Business Enterprise

B ... Both - Combination Minority and Women's Business Enterprise

(Attach Additional Sheets if Necessary)



ARCHITECTURAL and ENGINEERING SERVICES
Rozell Plant, MS-194 • Cheney, WA 99004
(509) 359-6323

MWBE CERTIFICATION

(Refer to Article 25, Subsection F, Supplementary General Conditions)

BIDDER : Shea Construction, Inc.

PROJECT NO.: FP-84-12 PROJECT : Pence Union Building Alterations

***** CONTRACTOR'S CERTIFICATE *****

I hereby certify that Minority and Women's Business Enterprises listed herein are currently certified by the Office of Minority and Women's Business Enterprises, 221 Fifth Avenue West, Olympia, Washington 98504, (206-753-9693), and shall be utilized in the performance of the work in the amounts shown.

SIGNATURE : 

TITLE : David R. Shea, President

***** ACHIEVEMENT SUMMARY *****

	Bid Form Amount	Minority Amount	Minority Percent	Women's Amount	Women's Percent
Basic Bid	\$ 128,900 ⁰⁰	\$ 637 ⁰⁰	1/2 %	—	—

***** MWBE FIRMS *****

Firm	M W or B	Address	\$ Amount of Contract
EMERALD CITY SUPPLY	MBE	EVERETT, WASH.	\$ 637 ⁰⁰
IF ALTERNATE # 1 AND # 4 ARE ACCEPTED WE WILL UTILIZE THE FOLLOWING:			
J. GRAY PAINTING	WBE	SPOKANE, WASH.	\$ 9,590 ⁰⁰

M ... Minority Business Enterprise

W ... Women's Business Enterprise

B ... Both - Combination Minority and Women's Business Enterprise

(Attach Additional Sheets if Necessary)

AFFIRMATIVE ACTION PROGRAM

FOR

SHEA CONSTRUCTION, INC.

The Shea Construction, Inc. hereinafter known as the Contractor, hereby agrees to this plan for affirmative action in meeting its equal employment opportunity obligations.

1. General

- (a) Equal employment opportunity requirements not to discriminate and to take affirmative action to assure equal employment opportunity as required by Executive Order 11246 and Executive Order 11375 as amended will be met.
- (b) The Contractor will work with the representatives of the Federal Government in carrying out equal employment opportunity obligations and in their review of his activities under the contract.
- (c) The Contractor and all subcontractors holding subcontracts, not including material suppliers, of \$50,000 or more will comply with the following minimum specific requirement activities of equal employment opportunity. The Contractor will include these requirements in every subcontract of \$50,000 or more with such modification of language as is necessary to make them binding on the subcontractor.
- (d) The affirmative action program as related to equal employment opportunity will be defined as a specific and individual "result oriented" program and designed to materially increase the utilization of minorities at all levels and on all segments of the work force throughout the life of this project where reasonably required or necessary under the terms of this contract, applicable to Executive Order and Federal law. An effective affirmative action program will contain, but not necessarily be limited to the following:

2. Equal Employment Opportunity Policy

It is the policy of this company to assure that applicants are employed, and that employees are treated during employment without regard to their race, religion, sex, color or national origin. Such action shall include: employment, upgrading, demotion or transfer; recruitment or recruitment

advertising; layoff or termination; rates or pay or other forms of compensation; and selection of training, including apprenticeship and/or on-the-job training.

3. Equal Employment Opportunity Officer

The Contractor hereby designates Elizabeth G. Quick, EEO Officer, with full authority to administer and promote an active program of equal employment opportunity. In addition, the Contractor will designate an individual to be on-site EEO Coordinator, in addition the Project Superintendent.

4. Dissemination of Policy

(a) All members of the Contractor's staff who are authorized to hire, supervise, promote and discharge employees, or who recommends such action, or who are substantially involved in such action, will be made fully cognizant of, and will implement the Contractor's equal employment opportunity policy and contractual responsibilities. To insure that the above agreement will be met, the following actions will be taken as a minimum:

- (1) Periodic meetings of supervisory personnel and/or office employees will be conducted before the start of the work and then not less often than once every three months, at which time the Contractor's equal employment opportunity policy and its implementation will be reviewed and explained. The meetings will be conducted by the EEO Officer or other knowledgeable company official.
- (2) All new supervisory or personnel office employees will be given a thorough indoctrination by the EEO Officer or other knowledgeable company official covering all major aspects of the Contractor's equal employment opportunity obligations within thirty (30) days following their reporting for duty with the Contractor.
- (3) The EEO Officer or appropriate Company official will instruct all employees engaging in the direct recruitment of employees for the project relative to the methods followed by the Contractor in locating and hiring minority group employees.
- (4) The Contractor shall disseminate his EEO policy within his own organization by including it in any

policy manual; by publicizing it in company newspapers, annual reports, etc.; by conducting staff, employee and union representatives' meetings to explain and discuss the policy; by posting of the policy; and by specific review of the policy with minority employees.

- (5) The Contractor shall disseminate his EEO policy externally by informing and discussing it with all recruitment sources; by advertising in news media; and by notifying and discussing it with all subcontractors and suppliers.

5. Recruitment

- (a) When advertising for employees, the Contractor will include in all advertisements for employees the notation: "AN EQUAL EMPLOYMENT OPPORTUNITY EMPLOYER." He will insert all such advertisements in newspapers, or other publications, having a large circulation among minority groups in the area from which the project work force would normally be derived.
- (b) The Contractor will, unless precluded by a valid bargaining agreement, participate to the full extent possible in efforts to conduct systematic and direct recruitment through public and private employee referral sources likely to yield qualified minority group applicants, including, but not limited to, state employment agencies, schools, colleges and minority group organizations. To meet this requirements, the Contractor will, through his EEO Officer, identify sources of potential minority group employees, and establish with such identified sources procedures whereby minority group applicants may be referred to the Contractor for employment consideration.
- (c) The Contractor will encourage his present employees to refer minority group applicants for employment by posting appropriate notices or bulletins in areas accessible to all such employees. In addition, information and procedures with regard to referring minority group applicants will be discussed with employees.
- (d) The Contractor will make every effort to provide after school and vacation employment for minority youths.

6. Personnel Actions

- (a) Wages, working conditions and employee benefits shall be established and administered, and personnel actions of every type, including hiring, upgrading, promotion, transfer, demotion, layoff and termination, shall be taken without regard to race, color, religion, sex, or national origin. The following procedures shall be followed:
- (1) The Contractor will conduct quarterly inspections of the project sites to insure that working conditions and employee facilities do not indicate discriminatory treatment of project site personnel.
 - (2) The Contractor will evaluate the spread of wages paid within each classification once each quarter to determine any evidence of discriminatory wage practices.
 - (3) The Contractor will, once each quarter, review selected personnel actions in depth to determine whether there is evidence of discrimination. Where evidence is found, the Contractor will promptly take corrective action. If the review indicates that the discrimination may extend beyond the actions reviewed, such corrective action shall include all affected persons.
 - (4) The Contractor will investigate all complaints of alleged discrimination made to the Contractor in connection with his obligations under this contract, will attempt to resolve such complaints, and will take appropriate corrective action. If the investigation indicates that the discrimination may affect persons other than the complainant, such corrective action shall include such other persons. Upon completion of each investigation, the Contractor will inform every complainant of all of his avenues of appeal.

7. Training and Promotion

- (a) The Contractor will participate fully in any programs to locate, qualify and increase the skills of minority group employees and applicants for employment, especially those funded by the Department of Labor.
- (b) Consistent with his manpower requirements and as permissible under federal and state regulations, the

Affirmative Action Program
Page Five

Contractor will make full use of training programs, i.e., pre-apprenticeship, apprenticeship and/or on-the-job training programs for the geographical area of contract performance.

- (c) The Contractor will advise employees and applicants for employment of available training programs and entrance requirements of each.
- (d) The Contractor will periodically review the training and promotion potential of minority group employees and will encourage eligible employees to apply for such training and promotion.

8. Unions

If the Contractor relies in whole or in part upon unions as a source of his work force, he will use his best efforts to obtain the cooperation of such unions to increase minority group opportunities within the unions, and to effect referrals by such unions of minority group employees. Actions by the Contractor will include, but not be limited to, the procedures set forth below:

- (a) Use his best efforts to develop, in cooperation with the unions, joint training programs aimed toward qualifying more minority group members for membership in the unions and increasing the skills of minority group employees so that they may qualify for higher paying employment.
- (b) Use his best efforts to incorporate an equal employment opportunity clause into all union agreements to the end that such unions will be contractually bound to refer applicants without regard to their race, color, religion, sex, or national origin.
- (c) In the event a union is unable to refer applicants as requested by the Contractor within the time limit set forth in the union agreement, the Contractor, through his recruitment procedures, will fill the employment vacancies without regard to race, color, religion, sex or national origin, making full efforts to obtain qualified minority group persons.

We, as the Prime Contractor, and our subcontractors, understand that the fact that the unions with which the Contractors have a collective bargaining agreement, fail to refer minority employees, does not excuse the Prime Contractor and our subcontractors from undertaking other

and further affirmative action to employ such minorities, including but not limited to:

- (1) Employing minorities after any waiting period provided in such collective bargaining agreements (usually 48 hours).
- (2) Recruiting applicants qualified for referral from union hiring halls.
- (3) Recruiting apprentices or trainees qualified for entrance into and dispatch by joint apprenticeship committees.
- (4) Filing charges with the National Labor Relations Board of discrimination in referral for employment.
- (5) Reporting any such alleged instances of discrimination to the owner or awarding agency of any project for which this Contractor may be performing work.

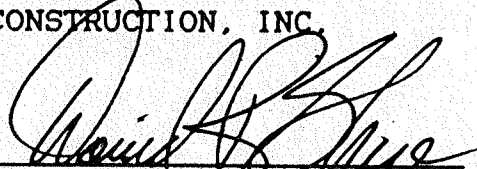
9. Subcontracting

- (a) The Contractor will use his best efforts to solicit bids from and utilize minority group subcontractors with meaningful minority group representation among their employees.
- (b) The Contractor will use his best efforts to solicit bids from and utilize women-owned business subcontractors.
- (c) The Contractor will use his best efforts to assure subcontractor compliance with their equal employment opportunity obligations.
- (d) The Contractor agrees to refrain from entering into any contract or contract modification subject to Executive Order 11246 of September 24, 1965, with a contractor debarred from, or who is determined not to be a "responsible" bidder for, government contracts and federally-assisted construction contracts pursuant to the Executive Order. The Contractor will carry out such actions and penalties for violations of the equal opportunity clause, including suspension, termination and cancellation of existing subcontracts, as may be imposed or ordered by the administering agency, the contracting agency or the Office of Federal Contract Compliance pursuant to the Executive Order.

10. Records and Reports

- (a) Contractor will keep such records as are necessary to determine compliance with the Contractor's equal employment opportunity obligations.
- (b) All such records will be retained for a period of three years following completion of the contract work and shall be available at reasonable times and places for inspection by authorized representatives of the state and/or federal government.

SHEA CONSTRUCTION, INC.

By: 
David R. Shea, President

Date: 12-30-86

MWBE CERTIFICATION

(Refer to Article 25, Subsection F, Supplementary General Conditions)

BIDDER : HAMRE CONSTRUCTION, INC.

PROJECT NO.: FP-84-12 PROJECT : PENCE UNION BUILDING ALTERATIONS

***** CONTRACTOR'S CERTIFICATE *****

I hereby certify that Minority and Women's Business Enterprises listed herein are currently certified by the Office of Minority and Women's Business Enterprises, 221 Fifth Avenue West, Olympia, Washington 98504, (206-753-9693), and shall be utilized in the performance of the work in the amounts shown.

SIGNATURE :

Peter E. Hamre

TITLE :

Peter E. Hamre, Vice President

***** ACHIEVEMENT SUMMARY *****

	Bid Form Amount	Minority Amount	Minority Percent	Women's Amount	Women's Percent
Basic Bid	\$ 129,870 ⁰⁰			13,340 ⁰⁰	10.3

***** MWBE FIRMS *****

10% MBE 6% WBE

Firm	M W or B	Address	\$ Amount of Contract
J. Gray's Paint & Design	W	P.O. Box 36645 Spokane ⁹⁹²²⁰	\$ 13,340 ⁰⁰

M ... Minority Business Enterprise

W ... Women's Business Enterprise

B ... Both - Combination Minority and Women's Business Enterprise

(Attach Additional Sheets if Necessary)

MWBE CERTIFICATION (AMENDED)

(Refer to Article 25, Subsection F, Supplementary General Conditions)

BIDDER : Hamre Construction, Inc.

PROJECT NO.: PP-84-12 PROJECT : Pence Union Building Alterations

***** CONTRACTOR'S CERTIFICATE *****

I hereby certify that Minority and Women's Business Enterprises listed herein are currently certified by the Office of Minority and Women's Business Enterprises, 221 Fifth Avenue West, Olympia, Washington 98504, (206-753-9693), and shall be utilized in the performance of the work in the amounts shown.

SIGNATURE : (data recorded by Richard Clark, A&E Services EWU, per telecon
 TITLE : w/ Barbara McAdams of Hamre Construction, Inc. on 12-31-86)

***** ACHIEVEMENT SUMMARY *****

	Bid Form Amount	Minority Amount	Minority Percent	Women's Amount	Women's Percent
Basic Bid + Add Alternates A1, A2, A3 EAT	\$ 147,475.00	Ø	Ø	22,930.00	15.54

***** MWBE FIRMS *****

Firm	M W or B	Address	\$ Amount of Contract
J. Gray's Paint & Design	W	P.O. Box 3665, Spokane	22,930.00

M ... Minority Business Enterprise
 W ... Women's Business Enterprise
 B ... Both - Combination Minority and Women's Business Enterprise

(Attach Additional Sheets if Necessary)



ARCHITECTURAL and ENGINEERING SERVICES
Rozell Plant, MS-194 • Cheney, WA 99004
(509) 359-6323

BIDDER'S YEARLY EMPLOYMENT REPORT

FIRM HAMRE CONSTRUCTION, INC.

DATE SUBMITTED 12/30/86

SIGNATURE OF REPORTING OFFICIAL Barbara McAdams

TITLE Barbara McAdams, Office Manager

REPORT OF PRIOR 12 MONTHS PERIOD		TOTAL WORKERS (Includes minority workers)		MINORITY WORKERS REPORT				
MONTH	YEAR	MEN	WOMEN	BLACK AMERI.	ASIAN AMERI.	AMERI. IND.	SPAN. AMERI.	OTHER
January	1986	8	3					
February	1986	10	3					
March	1986	10	3					
April	1986	7	3					
May	1986	4	3					
June	1986	5	3					
July	1986	10	3					
August	1986	19	3					
September	1986	17	3					
October	1986	10	3				1	
November	1986	7	3					
December	1986	8	3					

INSTRUCTIONS: A Bidder's Yearly Employment Report shall be submitted with the Contractor's bid. The reporting period shall include twelve consecutive months ending with the current month. The report shall include each individual who was on the Contractor's payroll during the month.

(Rev 9/86)

HAMRE CONSTRUCTION, INC.
GENERAL CONTRACTORS

P.O. Box 18806

Spokane, WA 99208 (509) 487-8875

December 30, 1986

Office of Engineering Services
EWU, Rozell Plant
Cheney, Wa. 99004

Re: Project FP-84-12
Pence Union Building Alterations

Gentlemen:

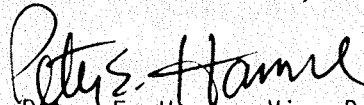
The following are procedures now in effect by Hamre Construction, Inc., which will remain in effect in the event we are the successful low bidder under the above-named project. The procedures which we now follow to broaden recruitment, training and job referral opportunities for minority employees are as follows:

1. Maintain a file of all referrals from Washington State Employment Office, giving emphasis to qualified minorities and women employees. Maintain listing of all persons who contact this office.
2. Have employed an individual referred to us by the Refugee Employment Unit of the Employment Security Department. our contact is Jack Webster, (509) 536-1399. Because of our success with the employee referred by this agency, and our belief that this program is much needed in training and employing of refugee minorities, we would welcome any opportunity to broaden our employment through this agency.

Additionally, for this contract, we would utilize the services of the EWU Campus Employment office for recruitment of minority and women employees who will be qualified for employment under this contract.

Sincerely,

HAMRE CONSTRUCTION, INC.



Peter E. Hamre, Vice President

PEH:bjm



ARCHITECTURAL and ENGINEERING SERVICES
Rozell Plant, MS-194 • Cheney, WA 99004
(509) 359-6323

MWBE CERTIFICATION

(Refer to Article 25, Subsection F, Supplementary General Conditions)

BIDDER : ASSOCIATED BUILDING COMPONENTS, INC.

PROJECT NO.: FP-84-12 PROJECT : Pence Union Building Alterations

***** CONTRACTOR'S CERTIFICATE *****

I hereby certify that Minority and Women's Business Enterprises listed herein are currently certified by the Office of Minority and Women's Business Enterprises, 221 Fifth Avenue West, Olympia, Washington 98504, (206-753-9693), and shall be utilized in the performance of the work in the amounts shown.

SIGNATURE : Peter L. Smith

TITLE : Peter L. Smith, Treasurer

***** ACHIEVEMENT SUMMARY *****

	Bid Form Amount	Minority Amount	Minority Percent	Women's Amount	Women's Percent
Basic Bid	\$131,899.00	14,031.00	10.6%	9,751.00	7.4%

***** MWBE FIRMS *****

Firm	M W or B	Address	\$ Amount of Contract
ADS			
CDS Painting	B	Route 1, Box 6E Valley Ford, WA.	3,140.00
Espinoza Construction	B	E. 618 Bull Run Court Spokane, WA.	10,891.00
J. Gray Paint. Co.	W	Spokane, WA.	9,751.00

M ... Minority Business Enterprise

W ... Women's Business Enterprise

B ... Both - Combination Minority and Women's Business Enterprise

(Attach Additional Sheets if Necessary)

MWBE CERTIFICATION (AS CORRECTED)

(Refer to Article 25, Subsection F, Supplementary General Conditions)

BIDDER : ASSOCIATED BUILDING COMPONENTS, INC.

PROJECT NO.: FP-84-12 PROJECT : Pence Union Building Alterations

***** CONTRACTOR'S CERTIFICATE *****

I hereby certify that Minority and Women's Business Enterprises listed herein are currently certified by the Office of Minority and Women's Business Enterprises, 221 Fifth Avenue West, Olympia, Washington 98504, (206-753-9693), and shall be utilized in the performance of the work in the amounts shown.

SIGNATURE : Peter L. Smith

TITLE : Peter L. Smith, Treasurer

***** ACHIEVEMENT SUMMARY *****

	Bid Form Amount	Minority Amount	Minority Percent	Women's Amount	Women's Percent
Basic Bid	\$131,899.00	7,015.50	5.3%	16,766.50	12.7%
		14,031.00	10.6%	9,751.00	7.4%

***** MWBE FIRMS *****

Firm	M W or B	Address	\$ Amount of Contract
ADS			
CDS Painting	B	Route 1, Box 6E Valley Ford, WA.	3,140.00
Espinoza Construction	B	E. 618 Bull Run Court Spokane, WA.	10,891.00
J. Gray Paint. Co.	W	Spokane, WA.	9,751.00

M ... Minority Business Enterprise

W ... Women's Business Enterprise

B ... Both - Combination Minority and Women's Business Enterprise

(Attach Additional Sheets if Necessary)



ARCHITECTURAL and ENGINEERING SERVICES
Rozell Plant, MS-194 • Cheney, WA 99004
(509) 359-6323

MWBE CERTIFICATION (AMENDED)

(Refer to Article 25, Subsection F, Supplementary General Conditions)

BIDDER : Associated Building Components, Inc.

PROJECT NO.: FP-84-12 PROJECT : Pence Union Building Alterations

***** CONTRACTOR'S CERTIFICATE *****

I hereby certify that Minority and Women's Business Enterprises listed herein are currently certified by the Office of Minority and Women's Business Enterprises, 221 Fifth Avenue West, Olympia, Washington 98504, (206-753-9693), and shall be utilized in the performance of the work in the amounts shown.

SIGNATURE : (data recorded by Richard Clark, A&E Services EWU, per telecon

TITLE : w/ Peter L. Smith of Associated Building Components, Inc. on 12-31-86)

***** ACHIEVEMENT SUMMARY *****

	Bid Form Amount	Minority Amount	Minority Percent	Women's Amount	Women's Percent
Basic Bid + Add Alternates A1, A2, A3 & A4	\$ 149,954.00	10,432.50	6.95	20,183.50	13.45

***** MWBE FIRMS *****

Firm	M W or B	Address	\$ Amount of Contract
CDS Painting	B	Route 1, Box 6E Valley Ford, WA	9,974.00
Espinosa Construction	B	E. 618 Bull Run Court Spokane, WA	10,891.00
J. Gray Paint Co.	W	Spokane, WA	9,751.00

M ... Minority Business Enterprise

W ... Women's Business Enterprise

B ... Both - Combination Minority and Women's Business Enterprise

(Attach Additional Sheets if Necessary)

BIDDER'S YEARLY EMPLOYMENT REPORT

FIRM Associated Building Components, Inc.

DATE SUBMITTED December 30, 1986

SIGNATURE OF REPORTING OFFICIAL

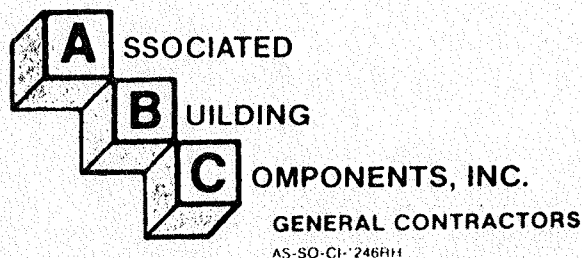
Janet L. Strouse

TITLE

Janet L. Strouse, Corporate Secretary

REPORT OF PRIOR 12 MONTHS PERIOD		TOTAL WORKERS (Includes minority workers)		MINORITY WORKERS REPORT				
MONTH	YEAR	MEN	WOMEN	BLACK AMERI.	ASIAN AMERI.	AMERI. IND.	SPAN. AMERI.	OTHER
December	1985	14	2		1			
January	1986	13	2		1			
February	1986	13	2		1			
March	1986	13	2		1			
April	1986	16	2		1			
May	1986	16	2		1			
June	1986	16	2		1			
July	1986	18	2		1			
August	1986	18	2		1			
September	1986	16	2		1			
October	1986	17	1		1			
November	1986	14	2		1			

INSTRUCTIONS: A Bidder's Yearly Employment Report shall be submitted with the Contractor's bid. The reporting period shall include twelve consecutive months ending with the current month. The report shall include each individual who was on the Contractor's payroll during the month.



AFFIRMATIVE ACTION PROGRAM FOR

PENCE UNION BUILDING ALTERATIONS
Eastern Washington University
Cheney, Washington 99004

Associated Building Components, Inc., hereinafter known as the Contractor, hereby agrees to this plan for affirmative action in meeting its equal employment opportunity obligations.

1. General

- a. Equal employment opportunity requirements not to discriminate and to take affirmative action to assure equal employment opportunity as required by Executive Order 11246 and Executive Order 11375 as amended will be met.
- b. The contractor will work with the representatives of the Federal Government in carrying out equal employment opportunity obligations and in their review of his activities under the contract.
- c. The contractor and all subcontractors holding subcontracts, not including material suppliers, of \$50,000.00 or more will comply with the following minimum specific requirement activities of equal employment opportunity. The Contractor will include these requirements in every subcontract of \$50,000.00 or more with such modification of language as is necessary to make them binding on the subcontractor.
- d. The affirmative action program as related to equal employment opportunity will be defined as a specific and individual "result oriented" program and designed to materially increase the utilization of minorities at all levels and on all segments of the work force throughout the life of this project where reasonably required or necessary under the terms of this contract, applicable to Executive Order and Federal law. An effective affirmative action program will contain, but not necessarily be limited to the following:

2. Equal Employment Opportunity Policy

It is the policy of this company to assure that applicants are employed, and that employees are treated during employment, without regard to their race, religion, sex, color or national origin. Such action shall include: Employment upgrading, demolition or transfer; recruitment or recruitment advertising; layoff or termination; rates of pay or other forms of compensation; and selection for training, including apprenticeship, and/or on-the-job training.

3. Equal Employment Opportunity Officer

The Contractor hereby designates James M. Smith as EEO Officer with full authority to administer and promote an active program of equal employment opportunity. In addition, the Contractor will designate an individual to be on-site EEO Coordinator, in addition to the Project Superintendent.

4. Dissemination of Policy

- a. All members of the Contractor's staff who are authorized to hire, supervise, promote and discharge employees, or who recommends such action, or who are substantially involved in such action, will be made fully cognizant of, and will implement the Contractor's equal employment opportunity policy and contractual responsibilities. To insure that the above agreement will be met, the following actions will be taken as a minimum:
 1. Periodic meetings of supervisory personnel and/or office employees will be conducted before the start of work and then not less often than once every three months, at which time the Contractor's equal employment opportunity policy and its implementation will be reviewed and explained. The meetings will be conducted by the EEO Officer or other knowledgeable company official.
 2. All new supervisory or personnel office employees will be given a thorough indoctrination by the EEO Officer or other knowledgeable Company official covering all major aspects of the Contractor's equal employment opportunity obligations within thirty (30) days following their reporting for duty with the Contractor.
 3. The EEO Officer or appropriate Company official will instruct all employees for the project relative to the methods followed by the Contractor in locating and hiring minority group employees.
 4. The Contractor shall disseminate his EEO policy within his own organization by including it in any policy manual; by publicizing it in company newspapers, annual reports, etc.; by conducting staff, employee and union representatives' meetings to explain and discuss the policy; by posting of the policy; and by specific review of the policy with minority employees.
 5. The contractor shall disseminate his EEO policy externally by informing and discussing it with all recruitment sources; by advertising in news media; and by notifying and discussing it with all subcontractors and suppliers.

5. Recruitment

- a. When advertising for employees, the Contractor will include in all advertisements for employees the notation: "AN EQUAL EMPLOYMENT OPPORTUNITY EMPLOYER." He will insert all such advertisements in newspapers, or other publications, having a large circulation among minority groups in the area from which the project work force would normally be derived.
- b. The Contractor will, unless precluded by a valid bargaining agreement, participate to the full extent possible in efforts to conduct systematic and direct recruitment through public and private employee referral sources likely to yield qualified minority group applicants, including, but not limited to, state employment agencies, schools, colleges and minority group organizations. To meet this requirement, the Contractor will, through his EEO Officer, identify sources of potential minority group employees, and establish with such identified sources procedures whereby minority group applicants may be referred to the Contractor for employment consideration.

- c. The Contractor will encourage his present employees to refer minority group applicants for employment by posting appropriate notices or bulletins in areas accessible to all such employees. In addition, information and procedures with regard to referring minority group applicants will be discussed with employees.
- d. The Contractor will make every effort to provide after school and vacation employment for minority youths.

6. Personnel Actions

- a. Wages, working conditions and employee benefits shall be established and administered, and personnel actions of every type, including hiring, upgrading, promotion, transfer, demotion, layoff and termination, shall be taken without regard to race, color, religion, sex, or national origin. The following procedures shall be followed:
 - 1. The Contractor will conduct quarterly inspections of the project sites to insure that working conditions and employee facilities do not indicate discriminatory treatment of project site personnel.
 - 2. The Contractor will evaluate the spread of wages paid within each classification once each quarter to determine any evidence of discriminatory wage practices.
 - 3. The Contractor will, once each quarter, review selected personnel actions in depth to determine whether there is evidence of discrimination. Where evidence is found, the Contractor will promptly take corrective action. If the review indicates that the discrimination may extend beyond the actions reviewed, such corrective action shall include all affected persons.
 - 4. The Contractor will investigate all complaints of alleged discrimination made to the Contractor in connection with his obligations under this contract, will attempt to resolve such complaints, and will take appropriate corrective action. If the investigation indicates that the discrimination may affect persons other than the complainant, such corrective action shall include such other persons. Upon completion of each investigation the Contractor will inform every complainant of all of his avenues of appeal.

7. Training and Promotion

- a. The Contractor will participate fully in any programs to locate, qualify and increase the skills of minority group employees and applicants for employment, especially those funded by the Department of Labor.
- b. Consistent with his manpower requirements and as permissible under federal and state regulations, the Contractor will make full use of training programs, i.e., pre-apprenticeship, apprenticeship and/or on-the-job training programs for the geographical area of contract performance.
- c. The Contractor will advise employees and applicants for employment of available training programs and entrance requirements for each.
- d. The Contractor will periodically review the training and promotion potential of minority group employees and will encourage eligible employees to apply for such training and promotion.

8. Unions

If the Contractor relies in whole or in part upon unions as a source of his work force, he will use his best efforts to obtain the cooperation of such unions to increase minority group opportunities within the unions, and to effect referrals by such unions of minority group employees. Actions by the Contractor will include, but not be limited to, the procedures set forth below.

- a. Use his best efforts to develop, in cooperation with the unions, joint training programs aimed toward qualifying more minority group members for membership in the unions and increasing the skills of minority group employees so that they may qualify for higher paying employment.
- b. Use his best efforts to incorporate an equal employment opportunity clause into all unions agreements to the end that such unions will be contractually bound to refer applicants without regard to their race, color, religion, sex or national origin.
- c. In the event a union is unable to refer applicants as requested by the Contractor within the time limit set forth in the union agreement, the Contractor through his recruitment procedures, will fill the employment vacancies without regard to race, color, religion, sex or national origin, making full efforts to obtain qualified minority group persons.

We, as the prime Contractor, and our subcontractors, understand that the fact that the unions with which the Contractors have a collective bargaining agreement, fail to refer minority employees, does not excuse the prime Contractor and our subcontractors from undertaking other and further affirmative action to employ such minorities, including but not limited to:

1. Employing minorities after any waiting period provided in such collective bargaining agreements (usually 48 hours).
2. Recruiting applicants qualified for referral from union hiring halls.
3. Recruiting apprentices or trainees qualified for entrance into and dispatch by joint apprenticeship committees.
4. Filing charges with the National Labor Relations Board of discrimination in referral for employment.
5. Reporting any such alleged instances of discrimination to Eastern Washington University.

9. Subcontracting

- a. The Contractor will use his best efforts to solicit bids from and utilize minority group subcontractors with meaningful minority group representation among their employees.
- b. The Contractor will use his best efforts to assure subcontractor compliance with their equal employment opportunity obligations.
- c. The Contractor agrees to refrain from entering into any contract or contract modification subject to Executive Order 11246 of September 24, 1965, with a contractor debarred from, or who is determined not to be a "responsible" bidder for, government contracts and federally-assisted construction contracts pursuant to the Executive Order. The Contractor will carry out such actions and penalties for violation of the equal opportunity clause, including suspension, termination and cancellation of existing subcontracts, as may be imposed or ordered by the administering

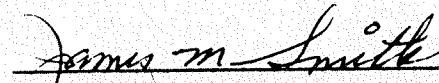
Subcontracting continued.....

agency, the contracting agency or the Office of Federal Contract Compliance pursuant to the Executive Order.

10. Records and Reports

- a. Contractor will keep such records as are necessary to determine compliance with the Contractor's equal employment opportunity obligations.
- b. All such records will be retained for a period of three years following completion of the contract work and shall be available at reasonable times and places for inspection by authorized representatives of the State and/or Federal government.

ASSOCIATED BUILDING COMPONENTS, INC.
P. O. Box 7339
Spokane, Washington 99207-0339



JAMES M. SMITH, President

December 22, 1986



ARCHITECTURAL and ENGINEERING SERVICES
Rozell Plant, MS-194 • Cheney, WA 99004
(509) 359-6323

MWBE CERTIFICATION

(Refer to Article 25, Subsection F, Supplementary General Conditions)

BIDDER : Atkinson Construction Co. Inc.

PROJECT NO.: FP-84-12 PROJECT : Pence Union Building Alterations

***** CONTRACTOR'S CERTIFICATE *****

I hereby certify that Minority and Women's Business Enterprises listed herein are currently certified by the Office of Minority and Women's Business Enterprises, 221 Fifth Avenue West, Olympia, Washington 98504, (206-753-9693), and shall be utilized in the performance of the work in the amounts shown.

SIGNATURE : *Glen Atkinson*

TITLE : President

***** ACHIEVEMENT SUMMARY *****

	Bid Form Amount	Minority Amount	Minority Percent	Women's Amount	Women's Percent
Basic Bid	<u>135,440⁰⁰</u>	<u>3140</u>	<u>2.25</u>	<u>0</u>	<u>0</u>

***** MWBE FIRMS *****

Firm	M W or B	Address	\$ Amount of Contract
<u>C. D. S. Painting</u>	<u>M</u>		<u>\$3140⁰⁰</u>

M ... Minority Business Enterprise

W ... Women's Business Enterprise

B ... Both - Combination Minority and Women's Business Enterprise

(Attach Additional Sheets if Necessary)



ARCHITECTURAL and ENGINEERING SERVICES
Rozell Plant, MS-194 • Cheney, WA 99004
(509) 359-6323

"AS CORRECTED"

MWBE CERTIFICATION

(Refer to Article 25, Subsection F, Supplementary General Conditions)

BIDDER : Atkinson Construction Co. Inc.

PROJECT NO.: FP-84-12 PROJECT : Pence Union Building Alterations

***** CONTRACTOR'S CERTIFICATE *****

I hereby certify that Minority and Women's Business Enterprises listed herein are currently certified by the Office of Minority and Women's Business Enterprises, 221 Fifth Avenue West, Olympia, Washington 98504, (206-753-9693), and shall be utilized in the performance of the work in the amounts shown.

SIGNATURE : *Glen Atkinson*

TITLE : President

***** ACHIEVEMENT SUMMARY *****

	Bid Form Amount	Minority Amount	Minority Percent	Women's Amount	Women's Percent
Basic Bid	<u>135,440⁰⁰</u>	<u>1570.00</u>	<u>1.2</u>	<u>1570.00</u>	<u>1.2</u>
	<u>3140</u>	<u>2.25</u>	<u>0</u>	<u>0</u>	<u>0</u>

***** MWBE FIRMS *****

Firm	M W or B	Address	\$ Amount of Contract
<u>C. D. S. Painting</u>	<u>B</u>		<u>\$3140⁰⁰</u>

M ... Minority Business Enterprise

W ... Women's Business Enterprise

B ... Both - Combination Minority and Women's Business Enterprise

(Attach Additional Sheets if Necessary)



ARCHITECTURAL and ENGINEERING SERVICES
Rozell Plant, MS-194 • Cheney, WA 99004
(509) 359-6323

MWBE CERTIFICATION (AMENDED)

(Refer to Article 25, Subsection F, Supplementary General Conditions)

BIDDER : ATKINSON CONSTRUCTION CO. INC.

PROJECT NO.: PP-84-12 PROJECT : Pence Union Building Alterations

***** CONTRACTOR'S CERTIFICATE *****

I hereby certify that Minority and Women's Business Enterprises listed herein are currently certified by the Office of Minority and Women's Business Enterprises, 221 Fifth Avenue West, Olympia, Washington 98504, (206-753-9693), and shall be utilized in the performance of the work in the amounts shown.

SIGNATURE : Additional information from Glenn Atkinson on Dec. 31, 1986

TITLE : Dean W. Atkinson, L&E Services

***** ACHIEVEMENT SUMMARY *****

	Bid Form Amount	Minority Amount	Minority Percent	Women's Amount	Women's Percent
Basic Bid					
W/ALL ALTERNATES	\$163,669.00	4,587.00	3	4,587.00	3

***** MWBE FIRMS *****

Firm	M W or B	Address	\$ Amount of Contract
C.D.S. Painting	B		5,574.00

M ... Minority Business Enterprise

W ... Women's Business Enterprise

B ... Both - Combination Minority and Women's Business Enterprise

(Attach Additional Sheets if Necessary)



ARCHITECTURAL and ENGINEERING SERVICES
Rozell Plant, MS-194 • Cheney, WA 99004
(509) 359-6323

BIDDER'S YEARLY EMPLOYMENT REPORT

FIRM Atkinson Construction Co Inc.

DATE SUBMITTED 12-30-86

SIGNATURE OF REPORTING OFFICIAL Glenn Atkinson

TITLE President

REPORT OF PRIOR 12 MONTHS PERIOD		TOTAL WORKERS (Includes minority workers)		MINORITY WORKERS REPORT				
MONTH	YEAR	MEN	WOMEN	BLACK AMERI.	ASIAN AMERI.	AMERI. IND.	SPAN. AMERI.	OTHER
Jan.	1986	5	1					
Feb.	"	2	1					
Mar.	"	2	1					
Apr.	"	2	1					
May	"	4	1					
June	"	11	1			1		
July	"	16	1			1		
Aug.	"	11	1				1	
Sept.	"	9	1					
Oct.	"	4	1					
Nov.	"	3	1					
Dec.	"	4	2					

INSTRUCTIONS: A Bidder's Yearly Employment Report shall be submitted with the Contractor's bid. The reporting period shall include twelve consecutive months ending with the current month. The report shall include each individual who was on the Contractor's payroll during the month.

00310-6

(Rev 9/86)



ARCHITECTURAL and ENGINEERING SERVICES
Rozell Plant, MS-194 • Cheney, WA 99004
(509) 359-6323

MWBE CERTIFICATION


(Refer to Article 25, Subsection F, Supplementary General Conditions)

BIDDER : White Mountain Construction Co., Inc

PROJECT NO.: FP-84-12A PROJECT : Pence Union Alternations, Eastern WA University, Cheney, WA

***** CONTRACTOR'S CERTIFICATE *****

I hereby certify that Minority and Women's Business Enterprises listed herein are currently certified by the Office of Minority and Women's Business Enterprises, 221 Fifth Avenue West, Olympia, Washington 98504, (206-753-9693), and shall be utilized in the performance of the work in the amounts shown.

SIGNATURE : 

TITLE : Thomas Pooler, President

***** ACHIEVEMENT SUMMARY *****

	Bid Form Amount	Minority Amount	Minority Percent	Women's Amount	Women's Percent
Basic Bid	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>

***** MWBE FIRMS *****

Firm	M W or B	Address	\$ Amount of Contract
<u> </u>	<u> </u>	<u> </u>	<u> </u>
<u> </u>	<u> </u>	<u> </u>	<u> </u>
<u> </u>	<u> </u>	<u> </u>	<u> </u>
<u> </u>	<u> </u>	<u> </u>	<u> </u>
<u> </u>	<u> </u>	<u> </u>	<u> </u>
<u> </u>	<u> </u>	<u> </u>	<u> </u>

M ... Minority Business Enterprise

W ... Women's Business Enterprise

B ... Both - Combination Minority and Women's Business Enterprise

(Attach Additional Sheets if Necessary)



ARCHITECTURAL and ENGINEERING SERVICES
Rozell Plant, MS-194 • Cheney, WA 99004
(509) 359-6323

BIDDER'S YEARLY EMPLOYMENT REPORT

FIRM White Mountain Construction Co., Inc DATE SUBMITTED 12-30-86
SIGNATURE OF REPORTING OFFICIAL Verlayn M. Cox
TITLE Verlayn M. Cox, Office Manager

REPORT OF PRIOR 12 MONTHS PERIOD		TOTAL WORKERS (Includes minority workers)		MINORITY WORKERS REPORT				
MONTH	YEAR	MEN	WOMEN	BLACK AMERI.	ASIAN AMERI.	AMERI. IND.	SPAN. AMERI.	OTHER
12	86	3	2					
11	86	3	2					
10	86	6	2					
9	86	10	1					
8	86	11	1					
7	86	7	1					
6	86	4	1					
5	86	2	2					
4	86	1	1					
3	86	1	1					
2	86	2	1					
1	86	1	1					

INSTRUCTIONS: A Bidder's Yearly Employment Report shall be submitted with the Contractor's bid. The reporting period shall include twelve consecutive months ending with the current month. The report shall include each individual who was on the Contractor's payroll during the month.



WHITE MOUNTAIN

CONSTRUCTION INC.

December 30, 1986

To: Eastern Washington University
Cheney, WA

RE: Affirmative Action plan for
White Mountain Construction Co., Inc

If awarded the bid, we will try, to our best ability to use minority workers in the phases of the project which are not performed by independent subcontractors. However, we do not anticipate having to hire any new employees for this project.

We have considered all subcontractors bids submitted to us for this project and have found that the MWBE firms are consistently higher than non-MWBE firms, which, in this competitive business presents a problem with using the low bidder. We bid on a competitive basis and based on the above facts, we will leave the final decision with the University to choose a MWBE subcontractor if we are the successful low bidder.

Sincerely,

Thomas Pooler,
President

:vmc

**EWU
MEMORANDUM**

TO: Dr. *H. George* Frederickson, President
FROM: *Russ* Russ Hartman, Vice President, Business and Finance
DATE: December 29, 1986
SUBJECT: Update on the 1987-89 Biennium Operating Budget Request

At the July 1986 meeting of the Board of Trustees the 1987-89 biennium operating budget request of \$106,065,514 (not including faculty salary increase dollars) was approved for submission to the Office of Financial Management (OFM). The budget period is for two fiscal years and starts on July 1, 1987, and ends on June 30, 1989. Eastern was required to submit this request in two stages. The first stage submittal identified the University's projected current authorized level (PCAL), while the second stage included decision packages which proposed changes and improvements to existing programs and activities.

Late in December 1986, Governor Booth Gardner submitted his proposed 1987-89 biennium operating budget to the members of the 1987 Washington Legislature. His proposal was submitted, in what is being referred to, as Book One and Book Two.

Book One provides for continued level operations or projected current authorized level (PCAL) for institutions of higher education. For the State, it proposes a 7.3 percent increase in State-appropriated expenditures -- the smallest increase from one biennium to the next in more than 15 years. The proposal is funded with existing State revenues, and it fully funds anticipated workload increases in basic education (K-12). For Eastern, the Governor proposes \$78,222,128 as compared to the PCAL request of \$80,058,095. The specific details of the difference are addressed later in this presentation.

Book Two includes the projected dollars for the PCAL calculation and for the quality improvements that the Governor has said are needed for public education. The funds for these educational enhancements are supported by a sales tax on services. Eastern requested \$20,251,300 of new funds for the 1987-89 biennium in proposed decision packages. In Book Two, the Governor plans to fund \$1,947,000 of the requested funds. Also in Book Two is the proposed salary increase of \$4,118,456 for Eastern's faculty.

The following summary compares the University's request with the Governor's proposed current level (Book One) and his educational enhancements included in the special tax package (Book Two). These dollars represent the cost of the resources that are necessary to support the University's current operations and proposed programs and services of the educational and general operations (the Legislative Budget) and sponsored programs grants and contracts during the forthcoming 1987-89 biennium. Not included in these figures are Eastern's local operations of auxiliary enterprises, student assistance programs, and service activities (internal revolving funds).

	<u>Eastern's Request</u>	<u>Governor Gardner's Proposals</u>
Educational and General Operations (The Legislative Budget)		
<u>Stage/Book</u>		
One: Projected Current Authorized Level (PCAL)	\$ 80,058,095	\$78,222,128
Two: Proposed Decision Packages/ Educational Enhancements	20,251,300	1,947,000
Faculty Salary Increase*	<u>0</u>	<u>4,118,456</u>
Subtotal	100,309,395	84,287,584
Sponsored Programs Grants and Contracts	<u>5,756,119</u>	<u>5,756,119</u>
TOTAL	<u>\$106,065,514</u>	<u>\$90,043,703</u>

* Dollar amount was not stated in request

EDUCATIONAL AND GENERAL OPERATIONS (THE LEGISLATIVE BUDGET)

Projected Current Authorized Level (PCAL)

These funds reflect an estimate in terms of dollars which are referred to as the projected current authorized level (PCAL) -- the legislative-authorized expenditure level as adjusted for inflation and annualization of any legislatively supported workload and program costs. The calculation of the PCAL for the educational and general operations is presented below and compares Eastern's original request which was submitted early in July with the Governor's proposal as published in late December.

	EASTERN'S REQUEST		GOVERNOR'S PROPOSAL	
	Fiscal Year 1987-88	Fiscal Year 1988-89	Fiscal Year 1987-88	Fiscal Year 1988-89
Beginning Base Budget(Prior Year)	\$38,935,140	\$39,767,060	\$38,935,140	\$38,958,021
Annualization of the 3% Salary Raise:				
Salary Cost	110,621	0	110,621	0
Employee Benefits	17,840	0	17,840	0
Employee Benefit Changes/Increases:				
Social Security Rate & Base Change	55,854	6,993	55,854	6,993
Retirement Rates Increases	49,330	0	1. (256,518)	0
Shifts in Retirement Plans	23,420	23,861	23,420	23,861
Labor & Industries Rate Change	0	0	2. (26,977)	
Classified Staff Increments:				
Salary Cost	182,399	182,399	3. 0	0
Employee Benefits	29,913	29,913	0	0
State Charges Increases	81,731	0	4. 27,492	815
Supplemental Retirement Increase	12,600	12,600	12,600	12,600
Inflation Increases 3.7% & 3.6%	268,212	268,209	5. 261,818	261,817
Tri-Cities Universities Center	0	0	6. (203,269)	0
	831,920	523,975	22,881	306,086
Total by Fiscal Year	\$39,767,060	\$40,291,035	\$38,958,021	\$39,264,107
TOTAL FOR BIENNIUM - PCAL		\$80,058,095		\$78,222,128
		=====		=====

It is important to mention that the dollars resulting from these changes do not provide new funds for the University. They represent those additional funds which are required to maintain the currently authorized operations. The following changes were made to Eastern's PCAL by the Office of Financial Management.

1. A proposed reduction in the retirement contribution rate will decrease the University's funding by some \$256,500 per fiscal year. This should have a zero effect on Eastern's educational and general operations budget in that the University will not be required to pay the current rate.
2. The Department of Labor and Industries is proposing to reduce its current Medical Aid contribution rate. Again, this proposed change should not have an adverse effect on the University's educational and general operations budget.
3. Early in the request preparation process, the OFM budget analysis recommended that salary increments for classified staff should be included in the calculation of PCAL. This information was provided in Eastern's request, but since that time the approach has changed. As in prior biennia, OFM is not currently supporting this approach.
4. The requested funds for State charges associated with revolving activities (e.g., Attorney General, State

	EASTERN'S REQUEST		GOVERNOR'S PROPOSAL	
	Fiscal Year 1987-88	Fiscal Year 1988-89	Fiscal Year 1987-88	Fiscal Year 1988-89
Beginning Base Budget (Prior Year)	\$38,935,140	\$39,767,060	\$38,935,140	\$39,958,021
Annualization of the 3% Salary Raise:				
Salary Cost	110,621	0	110,621	0
Employee Benefits	17,840	0	17,840	0
Employee Benefit Changes/Increases:				
Social Security Rate & Base Change	55,854	6,993	55,854	6,993
Retirement Rates Increases	49,330	0	1. (256,518)	0
Shifts in Retirement Plans	23,420	23,861	23,420	23,861
Labor & Industries Rate Change	0	0	2. (26,977)	0
Classified Staff Increments:				
Salary Cost	182,399	182,399	3. 0	0
Employee Benefits	29,913	29,913	0	0
State Charges Increases	81,731	0	4. 27,492	815
Supplemental Retirement Increase	12,600	12,600	12,600	12,600
Inflation Increases 3.7% & 3.6%	268,212	268,209	5. 261,818	261,817
Tri-Cities Universities Center	0	0	6. (203,269)	0
	831,920	523,975	22,891	306,086
Total by Fiscal Year	\$39,767,060	\$40,291,035	\$38,958,021	\$39,264,107
TOTAL FOR BIENNIUM - PCAL		\$80,058,095		\$78,222,128
		=====		=====

It is important to mention that the dollars resulting from these changes do not provide new funds for the University. They represent those additional funds which are required to maintain the currently authorized operations. The following changes were made to Eastern's PCAL by the Office of Financial Management.

1. A proposed reduction in the retirement contribution rate will decrease the University's funding by some \$256,500 per fiscal year. This should have a zero effect on Eastern's educational and general operations budget in that the University will not be required to pay the current rate.
2. The Department of Labor and Industries is proposing to reduce its current Medical Aid contribution rate. Again, this proposed change should not have an adverse effect on the University's educational and general operations budget.
3. Early in the request preparation process, the OFM budget analysis recommended that salary increments for classified staff should be included in the calculation of PCAL. This information was provided in Eastern's request, but since that time the approach has changed. As in prior biennia, OFM is not currently supporting this approach.
4. The requested funds for State charges associated with revolving activities (e.g., Attorney General, State

Auditor, Data Processing Authority, and Higher Education Personnel Board) were estimated by budget officials in OFM as a result of budget needs for these activities. Eastern had requested an increase of nearly \$82,000 per year and OFM is proposing a little less than \$28,000 per year. In the University's request, an attempt was made to get OFM to recognize the underfunded condition of these activities that exists in the current biennium. OFM did not agree with this approach and proposes to fund only the projected incremental increases in these State charges.

5. A minor decrease was made by OFM to the base amount for the calculation of inflation. The travel reimbursement to employees for private vehicle mileage was removed from the estimated inflation figures. OFM has specified the same mileage reimbursement rate will be used next biennium, and no increase is authorized.
6. The budget dollars for the Tri-Cities Universities Center (TCUC) are being transferred from Eastern's budget to the University of Washington. This change is in accordance with the TCUC agreement which states that, "Beginning with the 1987-89 biennium, the Center shall prepare one budget request based on institutional programming. For the 1987-89 biennial budget preparation, the University of Washington shall be designated fiscal agent for the Center." Washington State University and Central Washington University are also experiencing a budget transfer as a result of this agreement. Each institution is to maintain authority and responsibility for program development and instruction. The change is intended to simplify the administrative and financial management of the Tri-Cities Universities Center by consolidating the services under a single administrative entity and budget.

Throughout the budget building process for the 1987-89 biennium, these PCAL numbers will be altered and updated as the budget flows through the Legislature.

Proposed Decision Packages/Educational Enhancement

The proposed decision packages of Eastern's Stage Two submittal and the educational enhancements of the Governor's Book Two are compared below. The second stage for the 1987-89 biennium included University-proposed changes and improvements to the projected current authorized level (PCAL). Each decision package identified a specific action or policy which was proposed for implementation.

<u>Proposed Decision Package</u>	<u>Eastern's Request</u>
1. Strengthen Instructional Program	
A. Provide for Changes in Offered Programs	
1. Enrollment Increase for Existing Programs	\$ 2,304,100

<u>Proposed Decision Package</u>	<u>Eastern's Request</u>
2. Funding for Proposed Programs	1,096,800
B. Enhancement of Existing Programs	
1. Direct Instructional Support	1,860,300
2. Upgrade and Expand Academic Computing	2,015,700
3. Instructional Equipment	1,938,200
4. Library Improvements	2,619,800
5. Improve Support to Minority Program	215,500
6. Restore Summer Session Funding	1,567,800
7. Teacher Education Improvement	842,300
2. Improve Students' Chances for Success	849,000
3. Maintenance of Physical Facilities	2,058,800
4. Provide for Educational Services in Spokane	934,700
5. Economic Development Project	698,600
6. Respond to Demands for Information	749,700
7. Distinguished Professorship Program	500,000
Total	<u>\$20,251,300</u>

<u>Educational Enhancements</u>	<u>Governor Gardner's Proposal</u>
1. Instructional Support Dollars for Library, Academic Computing, and Direct Instructional Costs	\$1,000,000
2. Equipment Replacement Increase	228,000
3. Maintenance of Physical Facilities	519,000
4. Minority Recruitment	200,000
Subtotal	1,947,000
Faculty Salary Increase	<u>4,118,456</u>
Total	<u>\$6,065,456</u>

NOTE: It is anticipated that additional funding will be provided through separate legislation for the Distinguished Professorship Program and Eastern will be allocated at least one additional professorship.

Faculty Salaries

The Governor proposes funding of \$4,118,456 for faculty salary increases. This will close the gap by 60 percent which exists between the regional universities' average salaries and the projected 1989 average peer salaries. The research universities are recommended to 80 percent of the projected 1989 peer

faculty salaries. The Governor has indicated that he would propose that the remaining gap be made up the following biennium. The specific effects of this faculty salary increase would be as follows and compares the Higher Education Coordinating Board's (HEPB) recommendation with the Governor's proposal:

<u>Institution</u>	<u>HECB's Recommendation</u>	<u>Governor Gardner's Proposal</u>
University of Washington	23.6%	19.63%
Washington State University	22.9%	19.00%
Central Washington University	22.7%	15.08%
Eastern Washington University	31.5%	15.08%
The Evergreen State College	27.7%	15.08%
Western Washington University	18.3%	15.08%
Community Colleges	20.5%	12.71%

For Eastern's faculty a 10.60 percent increase would be given on July 1, 1987, and another 4 percent increase on July 1, 1988 (the difference to reach the 15.08 percent is the result of compounding the 1987 increase).

SPONSORED PROGRAMS - GRANTS AND CONTRACTS

The activities of this program group are restricted grants and contracts with various federal, state and local governmental agencies and private organizations outside the University. Each grant or contract is for a specific program or project such as a research activity, a training grant, workshop, short course, or training institute and must be performed in accordance with conditions of agreement with the sponsoring agencies. The University is required to report these activities to the State even though the programs and projects are wholly supported by non-State appropriations. The amount of dollar activity for these grants and contracts is projected as follows for the 1987-89 biennium:

	<u>Eastern's Request</u>	<u>Governor Gardner's Proposal</u>
Fiscal Year 1987-88	\$2,858,829	\$2,858,829
Fiscal Year 1988-89	<u>2,897,290</u>	<u>2,897,290</u>
Total for 1987-89 Biennium	<u>\$5,756,119</u>	<u>\$5,756,119</u>

Date: 12/31/87
File: EDB789WD

EASTERN WASHINGTON UNIVERSITY
1987-89 Operating Budget Request
Governor Gardner's Proposal
(State General Fund Only)

	University of Washington	Washington State University	Eastern Washington University	Central Washington University	The Evergreen State College	Western Washington University	Subtotal	Community Colleges	Total
1985-87 Appropriations (Estimated)	\$446,469,540	\$255,430,552	\$73,204,431	\$62,971,613	\$34,825,912	\$78,308,799	\$951,210,847	\$492,547,872	\$1,443,758,719
Adjustments for PCAL/Changes	14,987,831	5,436,968	1,296,783	(245,956)	1,666,756	1,195,374	24,337,756	9,362,337	33,700,093
1987-89 Appropriations (Proposed)	461,457,371	260,867,520	74,501,214	62,725,657	36,492,668	79,504,173	975,548,603	501,910,209	1,477,458,812
Percentage Change over 1985-87	3.36%	2.13%	1.77%	-0.39%	4.79%	1.53%	2.56%	1.90%	2.33%

Governor Proposed Enhancements:									
Faculty Salary Increase	37,299,150	18,561,245	4,118,456	3,795,897	1,622,227	4,862,515	70,259,490	26,908,422	97,167,912
Instructional Support Increase	25,000,000	8,500,000	1,000,000	1,000,000	0	2,500,000	38,000,000	0	38,000,000
Equipment Replacement	2,081,000	929,000	228,000	200,000	182,000	494,000	4,114,000	10,000,000	14,114,000
Plant Maintenance & Operations	3,002,000	1,946,000	519,000	544,000	357,000	512,000	6,880,000	3,119,000	9,999,000
Minority Recruitment	500,000	300,000	200,000	150,000	100,000	200,000	1,450,000	0	1,450,000
Math, Engineering, and Sci Achievem't	196,000	0	0	0	0	0	196,000	0	196,000
State Funded Research	3,000,000	0	0	0	0	0	3,000,000	0	3,000,000
International Studies Program	1,504,000	0	0	0	0	0	1,504,000	0	1,504,000
Faculty Rank Mix	0	1,500,000	0	0	0	0	1,500,000	0	1,500,000
Telecommunications	0	0	0	2,000,000	0	0	2,000,000	0	2,000,000
WA Ctr for Improvem't of Undergrad Ed	0	0	0	0	400,000	0	400,000	0	400,000
Labor Ctr for Undergrad Education	0	0	0	0	279,000	0	279,000	0	279,000
Value-added Testing	0	0	0	0	0	96,000	96,000	0	96,000
Basic Skills/Adult Literacy	0	0	0	0	0	0	0	5,000,000	5,000,000
National Faculty of Humanities	0	0	0	0	300,000	0	300,000	0	300,000
Subtotal Enhancements	72,582,150	31,736,245	6,065,456	7,689,897	3,240,227	8,664,515	129,978,490	45,027,422	175,005,912
Percentage Increase over 1985-87	16.26%	12.42%	8.29%	12.21%	9.30%	11.06%	13.66%	9.14%	12.12%
Percentage Increase over 1987-89	15.73%	12.17%	8.14%	12.26%	8.88%	10.90%	13.32%	8.97%	11.85%
Total PCAL and Enhancements	\$534,039,521	\$292,603,765	\$80,566,670	\$70,415,554	\$39,732,895	\$88,168,688	\$1,105,527,093	\$546,937,631	\$1,652,464,724
=====									
Dollar Increase over 1985-87	\$87,569,981	\$37,173,213	\$7,362,239	\$7,443,941	\$4,906,983	\$9,859,889	\$154,316,246	\$54,389,759	\$208,706,005
Percentage Increase over 1985-87	19.61%	14.55%	10.06%	11.82%	14.09%	12.59%	16.22%	11.04%	14.46%

EASTERN WASHINGTON UNIVERSITY
1987-89 Proposed Operating Budget
For University of Washington

Program Summary	1985-87 Biennium Estimated Operating Expenditures		1987-89 Biennium Governor Gardner's Projected Current Authorized Level (PCAL)			1987-89 Biennium Governor Gardner's Proposed Enhancements (With Tax Increase)		
	Staff Years	Estimated Dollars	Staff Years	Estimated Dollars	% Change 1985-87	Staff Years	Estimated Dollars	% Change 1985-87
Instruction	3,824.4	\$337,138,014	3,870.7	\$352,260,957	4.49%	3,951.5	\$401,606,430	19.12%
Research	159.6	20,380,489	177.3	22,886,846	12.30%	222.5	25,886,846	27.02%
Public Service	222.7	14,508,011	236.1	15,092,875	4.03%	236.1	15,288,875	5.38%
Primary Support	491.0	39,822,524	490.1	41,790,390	4.94%	563.9	52,034,066	30.66%
Libraries	494.8	32,026,364	494.8	33,231,059	3.76%	578.7	39,526,060	23.42%
Student Services	285.0	15,708,688	285.0	16,000,438	1.86%	285.0	16,500,438	5.04%
Hospitals	1,950.0	200,520,117	2,135.5	226,606,322	13.01%	2,135.5	226,606,322	13.01%
Institutional Support	806.0	70,861,627	811.6	70,877,655	0.02%	811.6	70,877,655	0.02%
Plant Operations & Maintenance	786.7	71,755,021	791.2	74,411,574	3.70%	816.9	77,413,574	7.89%
Subtotal	9,020.2	802,720,855	9,292.3	853,158,116	6.28%	9,601.7	925,740,266	15.33%
Sponsored Programs-Grants & Contracts	3,947.8	375,127,000	4,463.8	425,420,064	13.41%	4,463.8	425,420,064	13.41%
Total	12,968.0	\$1,177,847,855	13,756.1	\$1,278,578,180	8.55%	14,065.5	\$1,351,160,330	14.71%
Fund Source								
Appropriated Funds:								
General Fund-State		\$446,469,540		\$461,457,371	3.36%		\$534,039,521	19.61%
Other Appropriated Funds		4,919,251		5,700,957	15.89%		5,700,957	15.89%
Non-Appropriated Funds:								
Grants and Contracts		375,127,000		425,420,064	13.41%		425,420,064	13.41%
Dedicated Local Fund		338,486,500		378,220,314	11.74%		378,220,314	11.74%
General Fund-Local		12,845,564		7,779,474	-39.44%		7,779,474	-39.44%
Subtotal Non-Appropriated Funds		726,459,064		811,419,852	11.70%		811,419,852	11.70%
Total All Funds		\$1,177,847,855		\$1,278,578,180	8.55%		\$1,351,160,330	14.71%
Change in General Fund								
General Fund-State		\$446,469,540		\$461,457,371	3.36%		\$534,039,521	19.61%
General Fund-Local		12,845,564		7,779,474	-39.44%		7,779,474	-39.44%
Total General Fund		\$459,315,104		\$469,236,845	2.16%		\$541,818,995	17.96%
General Fund Dollars/FTE Student								
State Supported Enrollment		29,620		29,885	0.89%		29,885	0.89%
Dollars per FTE (Yearly)		\$7,753		\$7,851	1.25%		\$9,065	16.92%

EASTERN WASHINGTON UNIVERSITY
1987-89 Proposed Operating Budget
For Washington State University

Program Summary	1985-87 Biennium Estimated Operating Expenditures		1987-89 Biennium Governor Gardner's Projected Current Authorized Level (PCAL)			1987-89 Biennium Governor Gardner's Proposed Enhancements (With Tax Increase)		
	Staff Years	Estimated Dollars	Staff Years	Estimated Dollars	% Change 1985-87	Staff Years	Estimated Dollars	% Change 1985-87
Instruction	1,278.1	\$117,701,656	1,267.2	\$120,333,492	2.24%	1,334.0	\$146,997,737	24.89%
Research	500.5	37,179,691	498.4	37,436,718	0.69%	498.4	37,436,718	0.69%
Public Service	434.5	34,614,027	432.8	34,142,433	-1.36%	432.8	34,142,433	-1.36%
Primary Support	236.9	21,817,372	236.9	22,854,228	4.75%	241.9	24,680,228	13.12%
Libraries	180.2	14,610,041	180.2	15,277,305	4.57%	183.8	16,277,305	11.41%
Student Services	143.0	8,831,428	142.0	8,989,976	1.80%	142.0	9,289,976	5.19%
Institutional Support	261.4	24,798,180	257.2	24,973,166	0.71%	257.2	24,973,166	0.71%
Plant Operations & Maintenance	403.4	35,512,836	400.9	36,617,714	3.11%	419.7	38,563,714	8.59%
Subtotal	3,438.0	295,065,231	3,415.6	300,625,032	1.88%	3,509.8	332,361,277	12.64%
Sponsored Programs-Grants & Contracts	860.4	71,967,000	860.4	73,285,722	1.83%	860.4	73,285,722	1.83%
WSU Computer Service Center	78.0	17,812,270	78.0	17,550,000	-1.47%	78.0	17,550,000	-1.47%
Total	4,376.4	\$384,844,501	4,354.0	\$391,460,754	1.72%	4,448.2	\$423,196,999	9.97%
Fund Source								
Appropriated Funds:								
General Fund-State		\$255,430,552		\$260,867,520	2.13%		\$292,603,765	14.55%
Non-Appropriated Funds:								
Federal Appropriations		14,591,326		13,536,000	-7.23%		13,536,000	-7.23%
Grants and Contracts		71,967,000		73,285,722	1.83%		73,285,722	1.83%
Dedicated Local Fund		23,192,418		24,481,512	5.56%		24,481,512	5.56%
General Fund-Local		1,850,935		1,740,000	-5.99%		1,740,000	-5.99%
Data Processing Revolving		17,812,270		17,550,000	-1.47%		17,550,000	-1.47%
Subtotal Non-Appropriated Funds		129,413,949		130,593,234	0.91%		130,593,234	0.91%
Total All Funds		\$384,844,501		\$391,460,754	1.72%		\$423,196,999	9.97%
Change in General Fund								
General Fund-State		\$255,430,552		\$260,867,520	2.13%		\$292,603,765	14.55%
General Fund-Local		1,850,935		1,740,000	-5.99%		1,740,000	-5.99%
Total General Fund		\$257,281,487		\$262,607,520	2.07%		\$294,343,765	14.41%
General Fund Dollars/FTE Student								
State Supported Enrollment		15,998		15,884	-0.71%		15,884	-0.71%
Dollars per FTE (Yearly)		\$8,041		\$8,266	2.80%		\$9,265	15.23%

EASTERN WASHINGTON UNIVERSITY
1987-89 Proposed Operating Budget
For Eastern Washington University

Program Summary	1985-87 Biennium Estimated Operating Expenditures		1987-89 Biennium Governor Gardner's Projected Current Authorized Level (PCAL)			1987-89 Biennium Governor Gardner's Proposed Enhancements (With Tax Increase)		
	Staff Years	Estimated Dollars	Staff Years	Estimated Dollars	% Change 1985-87	Staff Years	Estimated Dollars	% Change 1985-87
Instruction	457.9	\$39,181,480	454.7	\$39,556,606	0.96%	456.7	\$44,189,062	12.78%
Research	6.8	541,570	6.8	548,010	1.19%	6.8	548,010	1.19%
Public Service	0.0	0	0.0	0		0.0	0	
Primary Support	43.9	3,913,502	43.9	4,002,433	2.27%	44.9	4,312,433	10.19%
Libraries	65.4	4,430,872	65.4	4,541,510	2.50%	65.4	4,945,510	11.61%
Student Services	79.5	5,394,046	79.5	5,522,809	2.39%	82.5	5,722,809	6.09%
Institutional Support	99.3	9,404,344	99.3	9,730,839	3.47%	99.3	9,730,839	3.47%
Plant Operations & Maintenance	235.9	14,041,656	235.9	14,319,921	1.98%	243.4	14,838,921	5.68%
Subtotal	988.7	76,907,470	985.5	78,222,128	1.71%	999.0	84,287,584	9.60%
Sponsored Programs-Grants & Contracts	136.5	5,601,627	136.5	5,756,119	2.76%	136.5	5,756,119	2.76%
Total	1,125.2	\$82,509,097	1,122.0	\$83,978,247	1.78%	1,135.5	\$90,043,703	9.13%
Fund Source								
Appropriated Funds:								
General Fund-State		\$73,204,431		\$74,501,214	1.77%		\$80,566,670	10.06%
Non-Appropriated Funds:								
Grants and Contracts		5,601,627		5,756,119	2.76%		5,756,119	2.76%
Dedicated Local Fund		2,861,094		3,392,752	18.58%		3,392,752	18.58%
General Fund-Local		841,945		328,162	-61.02%		328,162	-61.02%
Subtotal Non-Appropriated Funds		9,304,666		9,477,033	1.85%		9,477,033	1.85%
Total All Funds		\$82,509,097		\$83,978,247	1.78%		\$90,043,703	9.13%
Change in General Fund								
General Fund-State		\$73,204,431		\$74,501,214	1.77%		\$80,566,670	10.06%
General Fund-Local		841,945		328,162	-61.02%		328,162	-61.02%
Total General Fund		\$74,046,376		\$74,829,376	1.06%		\$80,894,832	9.25%
General Fund Dollars/FTE Student								
State Supported Enrollment		7,000		7,000	0.00%		7,000	0.00%
Dollars per FTE (Yearly)		\$5,289		\$5,345	1.06%		\$5,778	9.25%

EASTERN WASHINGTON UNIVERSITY
1987-89 Proposed Operating Budget
For Central Washington University

Program Summary	1985-87 Biennium Estimated Operating Expenditures		1987-89 Biennium Governor Gardner's Projected Current Authorized Level (PCAL)			1987-89 Biennium Governor Gardner's Proposed Enhancements (With Tax Increase)		
	Staff Years	Estimated Dollars	Staff Years	Estimated Dollars	% Change 1985-87	Staff Years	Estimated Dollars	% Change 1985-87
Instruction	371.4	\$35,158,164	369.0	\$35,492,302	0.95%	381.0	\$40,141,399	14.17%
Research	5.3	451,577	4.8	457,830	1.38%	4.8	457,830	1.38%
Public Service	0.2	34,238	0.2	35,859	4.73%	0.2	35,859	4.73%
Primary Support	40.4	3,657,620	38.8	3,658,481	0.02%	42.8	4,005,281	9.51%
Libraries	69.3	5,862,012	72.4	6,032,707	2.91%	72.4	6,032,707	2.91%
Student Services	66.2	4,327,865	68.2	4,514,246	4.31%	69.2	4,664,246	7.77%
Institutional Support	104.2	8,657,485	103.6	8,714,655	0.66%	103.6	8,714,655	0.66%
Plant Operations & Maintenance	112.8	9,948,666	112.0	10,250,221	3.03%	117.0	12,794,221	28.60%
Subtotal	769.8	68,097,627	769.0	69,156,301	1.55%	791.0	76,846,198	12.85%
Sponsored Programs-Grants & Contracts	63.4	6,722,510	63.4	6,336,510	-5.74%	63.4	6,336,510	-5.74%
Total	833.2	\$74,820,137	832.4	\$75,492,811	0.90%	854.4	\$83,182,708	11.18%
Fund Source								
Appropriated Funds:								
General Fund-State		\$62,971,613		\$62,725,657	-0.39%		\$70,415,554	11.82%
Non-Appropriated Funds:								
Grants and Contracts		6,722,510		6,336,510	-5.74%		6,336,510	-5.74%
Dedicated Local Fund		4,827,522		5,791,534	19.97%		5,791,534	19.97%
General Fund-Local		298,492		639,110	114.11%		639,110	114.11%
Subtotal Non-Appropriated Funds		11,848,524		12,767,154	7.75%		12,767,154	7.75%
Total All Funds		\$74,820,137		\$75,492,811	0.90%		\$83,182,708	11.18%
Change in General Fund								
General Fund-State		\$62,971,613		\$62,725,657	-0.39%		\$70,415,554	11.82%
General Fund-Local		298,492		639,110	114.11%		639,110	114.11%
Total General Fund		\$63,270,105		\$63,364,767	0.15%		\$71,054,664	12.30%
General Fund Dollars/FTE Student								
State Supported Enrollment		5,955		5,877	-1.31%		5,877	-1.31%
Dollars per FTE (Yearly)		\$5,312		\$5,391	1.48%		\$6,045	13.79%

EASTERN WASHINGTON UNIVERSITY
1987-89 Proposed Operating Budget
For The Evergreen State College

Program Summary	1985-87 Biennium Estimated Operating Expenditures		1987-89 Biennium Governor Gardner's Projected Current Authorized Level (PCAL)			1987-89 Biennium Governor Gardner's Proposed Enhancements (With Tax Increase)		
	Staff Years	Estimated Dollars	Staff Years	Estimated Dollars	% Change 1985-87	Staff Years	Estimated Dollars	% Change 1985-87
Instruction	146.6	\$15,180,805	166.4	\$16,326,897	7.55%	166.4	\$18,131,124	19.43%
Research	3.6	134,000	3.6	135,367	1.02%	3.6	135,367	1.02%
Public Service	5.1	436,782	3.4	306,286	-29.88%	8.4	1,285,286	194.26%
Primary Support	19.4	1,350,818	20.1	1,335,603	-1.13%	20.1	1,335,603	-1.13%
Libraries	49.9	4,016,665	54.6	4,353,347	8.38%	54.6	4,353,347	8.38%
Student Services	44.6	2,756,064	45.2	2,688,481	-2.45%	46.2	2,788,481	1.18%
Institutional Support	83.3	6,479,471	84.2	6,530,853	0.79%	84.2	6,530,853	0.79%
Plant Operations & Maintenance	72.0	5,340,886	72.2	5,991,229	2.57%	76.7	6,348,229	8.69%
Subtotal	424.5	36,195,491	449.7	37,668,063	4.07%	460.2	40,908,290	13.02%
Sponsored Programs-Grants & Contracts	71.6	2,088,814	72.0	2,087,734	-0.05%	72.0	2,087,734	-0.05%
Total	496.1	\$38,284,305	521.7	\$39,755,797	3.84%	532.2	\$42,996,024	12.31%
Fund Source								
Appropriated Funds:								
General Fund-State		\$34,825,912		\$36,492,668	4.79%		\$39,732,895	14.09%
Non-Appropriated Funds:								
Grants and Contracts		2,088,814		2,087,734	-0.05%		2,087,734	-0.05%
Dedicated Local Fund		1,008,064		963,473	-4.42%		963,473	-4.42%
General Fund-Local		361,515		211,922	-41.38%		211,922	-41.38%
Subtotal Non-Appropriated Funds		3,458,393		3,263,129	-5.65%		3,263,129	-5.65%
Total All Funds		\$38,284,305		\$39,755,797	3.84%		\$42,996,024	12.31%
Change in General Fund								
General Fund-State		\$34,825,912		\$36,492,668	4.79%		\$39,732,895	14.09%
General Fund-Local		361,515		211,922	-41.38%		211,922	-41.38%
Total General Fund		\$35,187,427		\$36,704,590	4.31%		\$39,944,817	13.52%
General Fund Dollars/FTE Student								
State Supported Enrollment		2,565		2,750	7.21%		2,750	7.21%
Dollars per FTE (Yearly)		\$6,859		\$6,674	-2.71%		\$7,263	5.88%

EASTERN WASHINGTON UNIVERSITY
1987-89 Proposed Operating Budget
For Western Washington University

Program Summary	1985-87 Biennium Estimated Operating Expenditures		1987-89 Biennium Governor Gardner's Projected Current Authorized Level (PCAL)			1987-89 Biennium Governor Gardner's Proposed Enhancements (With Tax Increase)		
	Staff Years	Estimated Dollars	Staff Years	Estimated Dollars	% Change 1985-87	Staff Years	Estimated Dollars	% Change 1985-87
Instruction	490.3	\$47,516,448	491.8	\$48,264,734	1.57%	520.2	\$55,371,249	16.53%
Research	8.6	616,607	8.6	623,152	1.06%	8.6	623,152	1.06%
Public Service	0.0	0	0.0	0		0.0	0	
Primary Support	32.7	2,403,201	32.7	2,447,782	1.86%	36.2	2,697,782	12.26%
Libraries	88.9	5,759,889	88.9	5,937,830	3.09%	88.9	6,437,830	11.77%
Student Services	99.4	6,198,944	99.4	6,383,944	2.98%	102.8	6,679,944	7.76%
Institutional Support	116.5	10,035,348	116.5	10,161,537	1.26%	116.5	10,161,537	1.26%
Plant Operations & Maintenance	136.0	9,772,879	140.0	10,451,132	6.94%	147.0	10,963,132	12.18%
Subtotal	972.4	82,303,316	977.9	84,270,111	2.39%	1,020.2	92,934,626	12.92%
Sponsored Programs-Grants & Contracts	132.2	5,200,000	132.2	5,000,000	-3.85%	132.2	5,000,000	-3.85%
Total	1,104.6	\$87,503,316	1,110.1	\$89,270,111	2.02%	1,152.4	\$97,934,626	11.92%
Fund Source								
Appropriated Funds:								
General Fund-State		\$78,308,799		\$79,504,173	1.53%		\$88,168,688	12.59%
Non-Appropriated Funds:								
Grants and Contracts		5,200,000		5,000,000	-3.85%		5,000,000	-3.85%
Dedicated Local Fund		3,298,099		4,181,936	26.80%		4,181,936	26.80%
General Fund-Local		696,418		584,002	-16.14%		584,002	-16.14%
Subtotal Non-Appropriated Funds		9,194,517		9,765,938	6.21%		9,765,938	6.21%
Total All Funds		\$87,503,316		\$89,270,111	2.02%		\$97,934,626	11.92%
Change in General Fund								
General Fund-State		\$78,308,799		\$79,504,173	1.53%		\$88,168,688	12.59%
General Fund-Local		696,418		584,002	-16.14%		584,002	-16.14%
Total General Fund		\$79,005,217		\$80,088,175	1.37%		\$88,752,690	12.34%
General Fund Dollars/FTE Student								
State Supported Enrollment		8,250		8,250	0.00%		8,250	0.00%
Dollars per FTE (Yearly)		\$4,788		\$4,854	1.37%		\$5,379	12.34%

EASTERN WASHINGTON UNIVERSITY
Budget Summary
State Expenditures (General Fund)
by Function and Activity
(Without Tax Increase)

Expenditures By Function And Activity	1983-85 Actual Expenditures	% of Total	1985-87 Estimated Expenditures	% of Total	% Chg Prev Bien	1987-89 Estimated Expenditures	% of Total	% Chg Prev Bien
Public Schools	\$3,575,584,035	44.09%	\$4,255,309,156	45.96%	19.01%	\$4,562,018,558	45.91%	7.21%
Four Year Colleges & Universities:								
University of Washington	413,561,055	5.10%	446,485,421	4.82%	7.96%	461,457,371	4.64%	3.35%
Washington State University	237,081,371	2.92%	255,430,552	2.76%	7.74%	260,867,520	2.62%	2.13%
Eastern Washington University	68,821,856	0.85%	73,204,431	0.79%	6.37%	74,501,214	0.75%	1.77%
Central Washington University	58,043,379	0.72%	62,971,613	0.68%	8.49%	62,725,657	0.63%	-0.39%
The Evergreen State College	30,338,421	0.37%	34,825,912	0.38%	14.79%	36,492,668	0.37%	4.79%
Western Washington University	71,325,982	0.88%	78,308,799	0.85%	9.79%	79,504,173	0.80%	1.53%
Subtotal Four Year Schools	879,172,064	10.84%	951,226,728	10.27%	8.20%	975,548,603	9.82%	2.56%
Community Colleges	445,384,558	5.49%	492,630,170	5.32%	10.61%	501,910,209	5.05%	1.88%
All Other Education	43,909,184	0.54%	55,040,188	0.59%	25.35%	62,222,357	0.63%	13.05%
Total Education	4,944,049,841	60.97%	5,754,206,242	62.14%	16.39%	6,101,699,727	61.40%	6.04%
Human Resources:								
Social and Health Services	2,009,424,256	24.78%	2,438,480,808	26.33%	21.35%	2,747,413,992	27.65%	12.67%
Other Human Resources	46,085,719	0.57%	64,422,738	0.70%	39.79%	69,714,310	0.70%	8.21%
Total Human Resources	2,055,509,975	25.35%	2,502,903,546	27.03%	21.77%	2,817,128,302	28.35%	12.55%
Natural Resources & Recreation	141,256,343	1.74%	208,912,316	2.26%	47.90%	214,065,515	2.15%	2.47%
Transportation	21,322,047	0.26%	28,411,375	0.31%	33.25%	31,485,313	0.32%	10.82%
General Government:								
Legislative	57,299,792	0.71%	65,173,534	0.70%	13.74%	76,132,230	0.77%	16.81%
Judicial	41,154,646	0.51%	41,825,302	0.45%	1.63%	55,227,597	0.56%	32.04%
Executive	94,585,060	1.17%	108,422,397	1.17%	14.63%	112,771,604	1.13%	4.01%
All Other General Government	12,406,136	0.15%	13,505,599	0.15%	8.86%	14,727,287	0.15%	9.05%
Total General Government	205,445,634	2.53%	228,926,832	2.47%	11.43%	258,858,718	2.60%	13.07%
All Other Expenditures:								
Compensation Adjustment	0	0.00%	0	0.00%	0.00%	221,791,571	2.23%	100.00%
Contributions to Retirement System	556,833,000	6.87%	308,195,059	3.33%	-44.65%	7,800,000	0.08%	-97.47%
Payments to Political Subdivisions	183,520,733	2.26%	224,480,448	2.42%	22.32%	260,696,484	2.62%	16.13%
Other Expenditures	992,945	0.01%	3,584,187	0.04%	260.97%	24,348,370	0.25%	579.33%
Total All Other Expenditures	741,346,678	9.14%	536,259,694	5.79%	-27.66%	514,636,425	5.18%	-4.03%
Total State Expenditures	\$8,108,930,518	100.00%	\$9,259,620,005	100.00%	14.19%	\$9,937,874,000	100.00%	7.32%

EASTERN WASHINGTON UNIVERSITY
Budget Summary
State Expenditures (General Fund)
by Function and Activity
(With Tax Increase)

Expenditures By Function And Activity	1983-85 Actual Expenditures	% of Total	1985-87 Estimated Expenditures	% of Total	% Chg Prev Bien	1987-89 Estimated Expenditures	% of Total	% Chg Prev Bien
Public Schools	\$3,575,584,035	44.09%	\$4,255,309,156	45.96%	19.01%	\$4,801,191,593	46.29%	12.83%
Four Year Colleges & Universities:								
University of Washington	413,561,055	5.10%	446,485,421	4.82%	7.96%	534,039,521	5.15%	19.61%
Washington State University	237,081,371	2.92%	255,430,552	2.76%	7.74%	292,603,765	2.82%	14.55%
Eastern Washington University	68,821,856	0.85%	73,204,431	0.79%	6.37%	80,566,670	0.78%	10.06%
Central Washington University	58,043,379	0.72%	62,971,613	0.68%	8.49%	70,415,554	0.68%	11.82%
The Evergreen State College	30,338,421	0.37%	34,825,912	0.38%	14.79%	39,732,895	0.38%	14.09%
Western Washington University	71,325,982	0.88%	78,308,799	0.85%	9.79%	88,168,688	0.85%	12.59%
Subtotal Four Year Schools	879,172,064	10.84%	951,226,728	10.27%	8.20%	1,105,527,093	10.66%	16.22%
Community Colleges	445,384,558	5.49%	492,630,170	5.32%	10.61%	546,937,631	5.27%	11.02%
All Other Education	43,909,184	0.54%	55,040,188	0.59%	25.35%	79,769,357	0.77%	44.93%
Total Education	4,944,049,841	60.97%	5,754,206,242	62.14%	16.39%	6,533,425,674	62.99%	13.54%
Human Resources:								
Social and Health Services	2,009,424,256	24.78%	2,438,480,808	26.33%	21.35%	2,755,177,450	26.57%	12.99%
Other Human Resources	46,085,719	0.57%	64,422,738	0.70%	39.79%	77,948,727	0.75%	21.00%
Total Human Resources	2,055,509,975	25.35%	2,502,903,546	27.03%	21.77%	2,833,126,177	27.32%	13.19%
Natural Resources & Recreation	141,256,343	1.74%	208,912,316	2.26%	47.90%	214,065,515	2.06%	2.47%
Transportation	21,322,047	0.26%	28,411,375	0.31%	33.25%	16,996,763	0.16%	-40.18%
General Government:								
Legislative	57,299,792	0.71%	65,173,534	0.70%	13.74%	76,132,230	0.73%	16.81%
Judicial	41,154,646	0.51%	41,825,302	0.45%	1.63%	55,227,597	0.53%	32.04%
Executive	94,585,060	1.17%	108,422,397	1.17%	14.63%	113,071,604	1.09%	4.29%
All Other General Government	12,406,136	0.15%	13,505,599	0.15%	8.86%	14,727,287	0.14%	9.05%
Total General Government	205,445,634	2.53%	228,926,832	2.47%	11.43%	259,158,718	2.50%	13.21%
All Other Expenditures:								
Compensation Adjustment	0	0.00%	0	0.00%	0.00%	221,791,571	2.14%	100.00%
Contributions to Retirement System	556,833,000	6.87%	308,195,059	3.33%	-44.65%	7,800,000	0.08%	-97.47%
Payments to Political Subdivisions	183,520,733	2.26%	224,480,448	2.42%	22.32%	260,696,484	2.51%	16.13%
Other Expenditures	992,945	0.01%	3,584,187	0.04%	260.97%	24,348,370	0.23%	579.33%
Total All Other Expenditures	741,346,678	9.14%	536,259,694	5.79%	-27.66%	514,636,425	4.96%	-4.03%
Total State Expenditures	\$8,108,930,518	100.00%	\$9,259,620,005	100.00%	14.19%	\$10,371,409,272	100.00%	12.01%

Eastern Washington University
1987-89 Proposed Operating Budget
Without Sales Tax Increase
OPERATING BUDGET—CHANGE FROM PRECEDING BIENNium

Jan. 1987

	1983-85 Actual		1985-87 Estimated		1987-89 Proposed	
	Amount	Percent	Amount	Percent	Amount	Percent
Instruction	50,511,398	19.8	31,982,271	10.5	15,122,943	4.5
Research	7,088,015	124.5	7,600,048	59.5	2,506,357	12.3
Public Service	670,356	6.5	3,492,337	31.7	584,864	4.0
Primary Support	4,743,791	15.3	3,982,015	11.1	1,967,866	4.9
Library	5,421,701	21.7	1,618,082	5.3	1,204,695	3.8
Student Services	1,741,241	13.9	1,448,489	10.2	291,750	1.9
Hospitals	30,679,572	23.3	38,066,018	23.4	26,086,205	13.0
Institutional Support	10,117,381	20.3	10,950,232	18.3	16,028	....
Plant Operations and Maintenance	10,522,517	20.8	10,621,678	17.4	2,656,553	3.7
Sponsored Research and Programs	39,377,519	13.9	51,460,536	15.9	50,293,064	13.4
UNIVERSITY OF WASHINGTON..	160,873,491	18.8	161,221,706	15.9	100,730,325	8.6
Instruction	20,190,403	22.2	6,729,700	6.1	2,631,836	2.2
Research	1,938,265	5.7	1,357,494	3.8	257,027	.7
Public Service	9,098,183	37.0	937,489	2.8	(471,594)	(1.4)
Primary Support	5,289,925	33.0	477,768	2.2	1,036,856	4.8
Library	1,604,238	13.9	1,442,634	11.0	667,264	4.6
Student Services	376,768	4.8	533,145	6.4	158,548	1.8
Institutional Support	6,729,818	38.9	759,103	3.2	174,986	.7
Plant Operations and Maintenance	4,769,580	17.6	3,658,643	11.5	1,104,878	3.1
Sponsored Research and Programs	5,931,804	9.4	3,091,458	4.5	1,318,722	1.8
Washington State University Service Center ..	4,021,194	34.2	2,018,284	12.8	(262,270)	(1.5)
WASHINGTON STATE UNIVERSITY	59,950,178	19.7	21,005,718	5.8	6,616,253	1.7
Instruction	6,599,073	21.5	1,882,340	5.0	375,126	1.0
Research	10,747	10.1	423,978	360.6	6,440	1.2
Primary Support	184,856	4.0	(871,694)	(18.2)	88,931	2.3
Library	557,762	15.6	303,993	7.4	110,638	2.5
Student Services	491,287	13.3	1,212,755	29.0	128,763	2.4
Institutional Support	1,404,206	21.4	1,442,852	18.1	326,495	3.5
Plant Operations and Maintenance	2,867,795	29.9	1,579,668	12.7	278,265	2.0
Sponsored Research and Programs	(1,364,508)	(22.2)	816,559	17.1	154,492	2.8
EASTERN WASHINGTON UNIVERSITY	10,751,218	16.5	6,790,451	9.0	1,469,150	1.8
Instruction	5,076,861	18.7	2,948,882	9.2	334,138	1.0
Research	(1,256)	(1.3)	353,640	361.1	6,253	1.4
Public Service	(1,959)	(8.4)	12,742	59.3	1,621	4.7
Primary Support	366,259	11.9	219,936	6.4	861	....
Library	894,924	19.6	400,849	7.3	170,695	2.9
Student Services	94,707	2.7	779,129	22.0	186,381	4.3
Institutional Support	1,485,338	21.8	355,661	4.3	57,170	.7
Plant Operations and Maintenance	679,932	8.3	1,068,294	12.0	301,555	3.0
Sponsored Research and Programs	2,110,214	48.7	276,483	4.3	(386,000)	(5.7)
CENTRAL WASHINGTON UNIVERSITY	10,705,020	18.6	6,415,616	9.4	672,674	.9
Instruction	5,610,726	14.9	4,124,019	9.5	748,286	1.6
Research	(11,118)	(5.5)	426,330	224.1	6,545	1.1
Primary Support	152,778	7.1	104,679	4.6	44,581	1.9
Library	543,142	11.1	333,837	6.2	177,941	3.1
Student Services	732,172	15.1	603,512	10.8	185,000	3.0
Institutional Support	849,713	10.7	1,239,480	14.1	126,189	1.3
Plant Operations and Maintenance	943,676	11.6	667,892	7.3	678,253	6.9
Sponsored Research and Programs	115,271	3.4	1,731,036	49.9	(200,000)	(3.8)
WESTERN WASHINGTON UNIVERSITY	8,936,360	12.9	9,230,785	11.8	1,766,795	2.0
Instruction	2,262,588	22.5	2,839,971	23.0	1,146,092	7.5
Research	3,697	383.9	129,340	2,775.5	1,367	1.0
Public Service	393,836	....	42,946	10.9	(130,496)	(29.9)
Primary Support	236,538	19.5	(98,773)	(6.8)	(15,215)	(1.1)
Library	693,036	21.8	148,767	3.8	336,682	8.4
Student Services	600,693	30.7	195,815	7.6	(67,583)	(2.5)
Institutional Support	421,859	9.2	1,463,718	29.2	51,382	.8
Plant Operations and Maintenance	909,497	18.1	(99,483)	(1.7)	150,343	2.6
Sponsored Research and Programs	(386,791)	(20.0)	545,581	35.4	(1,080)	(.1)
THE EVERGREEN STATE COLLEGE	5,134,953	18.4	5,167,882	15.6	1,471,492	3.8

Eastern Washington University
1987-89 Proposed Operating Budget
With Sales Tax Increase
OPERATING BUDGET—CHANGE FROM PRECEDING BIENNium

Jan. 1987

	1983-85 Actual		1985-87 Estimated		1987-89 Proposed	
	Amount	Percent	Amount	Percent	Amount	Percent
Instruction	50,511,398	19.8	31,982,271	10.5	64,468,416	19.1
Research	7,088,015	124.5	7,600,048	59.5	5,506,357	27.0
Public Service	670,356	6.5	3,492,337	31.7	780,864	5.4
Primary Support	4,743,791	15.3	3,982,015	11.1	12,211,542	30.7
Library	5,421,701	21.7	1,618,082	5.3	7,499,696	23.4
Student Services	1,741,241	13.9	1,448,489	10.2	791,750	5.0
Hospitals	30,679,572	23.3	38,066,018	23.4	26,086,205	13.0
Institutional Support	10,117,381	20.3	10,950,232	18.3	16,028	....
Plant Operations and Maintenance	10,522,517	20.8	10,621,678	17.4	5,658,553	7.9
Sponsored Research and Programs	39,377,519	13.9	51,460,536	15.9	50,293,064	13.4
UNIVERSITY OF WASHINGTON	160,873,491	18.8	161,221,706	15.9	173,312,475	14.7
Instruction	20,190,403	22.2	6,729,700	6.1	29,296,081	24.9
Research	1,938,265	5.7	1,357,494	3.8	257,027	.7
Public Service	9,098,183	37.0	937,489	2.8	(471,594)	(1.4)
Primary Support	5,289,925	33.0	477,768	2.2	2,862,856	13.1
Library	1,604,238	13.9	1,442,634	11.0	1,667,264	11.4
Student Services	376,768	4.8	533,145	6.4	458,548	5.2
Institutional Support	6,729,818	38.9	759,103	3.2	174,986	.7
Plant Operations and Maintenance	4,769,580	17.6	3,658,643	11.5	3,050,878	8.6
Sponsored Research and Programs	5,931,804	9.4	3,091,458	4.5	1,318,722	1.8
Washington State University Service Center	4,021,194	34.2	2,018,284	12.8	(262,270)	(1.5)
WASHINGTON STATE UNIVERSITY	59,950,178	19.7	21,005,718	5.8	38,352,498	10.0
Instruction	6,599,073	21.5	1,882,340	5.0	5,007,582	12.8
Research	10,747	10.1	423,978	360.6	6,440	1.2
Primary Support	184,856	4.0	(871,694)	(18.2)	398,931	10.2
Library	557,762	15.6	303,993	7.4	514,638	11.6
Student Services	491,287	13.3	1,212,755	29.0	328,763	6.1
Institutional Support	1,404,206	21.4	1,442,852	18.1	326,495	3.5
Plant Operations and Maintenance	2,867,795	29.9	1,579,668	12.7	797,265	5.7
Sponsored Research and Programs	(1,364,508)	(22.2)	816,559	17.1	154,492	2.8
EASTERN WASHINGTON UNIVERSITY	10,751,218	16.5	6,790,451	9.0	7,534,606	9.1
Instruction	5,076,861	18.7	2,948,882	9.2	4,983,235	14.2
Research	(1,256)	(1.3)	353,640	361.1	6,253	1.4
Public Service	(1,959)	(8.4)	12,742	59.3	1,621	4.7
Primary Support	366,259	11.9	219,936	6.4	347,661	9.5
Library	894,924	19.6	400,849	7.3	170,695	2.9
Student Services	94,707	2.7	779,129	22.0	336,381	7.8
Institutional Support	1,485,338	21.8	355,661	4.3	57,170	.7
Plant Operations and Maintenance	679,932	8.3	1,068,294	12.0	2,845,555	28.6
Sponsored Research and Programs	2,110,214	48.7	276,483	4.3	(386,000)	(5.7)
CENTRAL WASHINGTON UNIVERSITY	10,705,020	18.6	6,415,616	9.4	8,362,571	11.2
Instruction	5,610,726	14.9	4,124,019	9.5	7,854,801	16.5
Research	(11,118)	(5.5)	426,330	224.1	6,545	1.1
Primary Support	152,778	7.1	104,679	4.6	294,581	12.3
Library	543,142	11.1	333,837	6.2	677,941	11.8
Student Services	732,172	15.1	603,512	10.8	481,000	7.8
Institutional Support	849,713	10.7	1,239,480	14.1	126,189	1.3
Plant Operations and Maintenance	943,676	11.6	667,892	7.3	1,190,253	12.2
Sponsored Research and Programs	115,271	3.4	1,731,036	49.9	(200,000)	(3.8)
WESTERN WASHINGTON UNIVERSITY	8,936,360	12.9	9,230,785	11.8	10,431,310	11.9
Instruction	2,262,588	22.5	2,839,971	23.0	2,950,319	19.4
Research	3,697	383.9	129,340	2,775.5	1,367	1.0
Public Service	393,836	....	42,946	10.9	848,504	194.3
Primary Support	236,538	19.5	(98,773)	(6.8)	(15,215)	(1.1)
Library	693,036	21.8	148,767	3.8	336,682	8.4
Student Services	600,693	30.7	195,815	7.6	32,417	1.2
Institutional Support	421,859	9.2	1,463,718	29.2	51,382	.8
Plant Operations and Maintenance	909,497	18.1	(99,483)	(1.7)	507,343	8.7
Sponsored Research and Programs	(386,791)	(20.0)	545,581	35.4	(1,080)	(1.1)
THE EVERGREEN STATE COLLEGE	5,134,953	18.4	5,167,882	15.6	4,711,719	12.3

**EWU
MEMORANDUM**

TO: Dr. H. George Frederickson, President

FROM: *for Shaw* Russ Hartman, Vice President, Business and Finance

DATE: January 5, 1987

SUBJECT: Update on the 1987-89 Capital Budget Request and the 1987-93 Capital Plan

The Governor Booth Gardner State Facilities and Capital Plan for 1987-93 was published late in December and proposes a funding amount of \$13,383,000 for the 1987-89 biennium as reflected on the attached summary. Also included is detail project information which provides narrative as to the purpose of each project. Highlights of the Governor's proposal look like this:

1. The Science Building is funded at nearly \$7 million of new dollars and \$1.8 million in reappropriation and an additional \$8.5 million in future bienniums. This project provides for the construction of approximately 36,000 gross square feet of additional area to house hazardous health and safety activities and programs. It also provides funds for remodel of the existing space.
2. The bulk of the other funds are maintenance-type projects

	<u>Reappro-</u> <u>priation</u>	<u>New Appro-</u> <u>priation</u>	<u>Total</u>
Electrical System	\$1,453,000	\$1,914,000	\$3,367,000
Roof Replacement	440,000	315,000	755,000
Water Storage/ Distribution	1,100,000	0	1,100,000
Energy Conservation	460,000	56,000	516,000
Fire Suppression	0	526,000	526,000
Life Safety	0	683,000	683,000
Total	\$3,453,000	\$3,494,000	\$6,947,000

3. State minor works and small repairs were funded to the sum of \$225,000 in reappropriations and \$1,857,000 in new appropriations. Local minor works are proposed at \$400,000 carry over and \$1,108,000 in new local funded projects.

B&F:10:pm
1BOTCAP

Eastern Washington University
1987-89 Capital Budget Request
and 1987-93 Capital Plan
Summary

Jan. 1987

PROJECT	ESTIMATED TOTAL	EXPENDITURES		1987-1989		1989-91	1991-93
		1983-85	1985-87	REAPPROP	APPROP		
81-R-002 Math Science and Technology Remodel							
H E Constr Acct-State	197,000	197,000					
State Bldg Constr-State	3,542,000					346,000	3,196,000
Project Total	3,739,000	197,000				346,000	3,196,000
83-R-001 Science Building - Addition of Laboratory Space							
State Bldg Constr-State	15,363,000				6,827,000	5,650,000	2,886,000
EWU Capital Projects-State	2,201,000	13,000	230,000	1,834,000	124,000		
Project Total	17,564,000	13,000	230,000	1,834,000	6,951,000	5,650,000	2,886,000
86-1-002 Electrical System Renewal - Code Compliance							
State Bldg Constr-State	1,914,000				1,914,000		
Facilities Renewal-State	1,513,000		60,000	1,453,000			
Project Total	3,427,000		60,000	1,453,000	1,914,000		
86-1-003 Roof Replacement							
St H E Constr Acct-State	600,000		160,000	440,000			
State Bldg Constr-State	615,000				315,000	300,000	
Project Total	1,215,000		160,000	440,000	315,000	300,000	
86-1-004 Water Storage and Distribution							
St H E Constr Acct-State	1,170,000		70,000	1,100,000			
86-1-010 Minor Works Projects							
EWU Capital Projects-State	5,546,000		435,000	225,000	1,240,000	1,524,000	2,122,000
86-1-011 Small Repairs and Improvements							
EWU Capital Projects-State	2,111,000		76,000		617,000	711,000	707,000
86-2-006 Energy Conservation							
St H E Constr Acct-State	500,000		40,000	460,000			
State Bldg Constr-State	56,000				56,000		
Project Total	556,000		40,000	460,000	56,000		
86-3-020 Non-Appropriated Minor Works							
Bond Issue-Higher Ed-Non-Appropriat	5,654,000		1,108,000	400,000	1,081,000	2,090,000	975,000
88-1-001 Life Safety - Code Compliance							
State Bldg Constr-State	4,107,000				309,000	766,000	3,032,000
EWU Capital Projects-State	374,000				374,000		
Project Total	4,481,000				683,000	766,000	3,032,000
88-1-005 Fire Suppression Systems							
St H E Constr Acct-State	23,000		23,000				
State Bldg Constr-State	3,264,000				526,000	616,000	2,122,000
EWU Capital Projects-State	27,000		27,000				
Project Total	3,314,000		50,000		526,000	616,000	2,122,000
90-2-002 Showalter Hall Renewal							
State Bldg Constr-State	1,010,000					20,000	990,000
90-5-003 Kennedy Library - HVAC Repairs							
State Bldg Constr-State	2,000,000						2,000,000
EWU Capital Projects-State	124,000					124,000	
Project Total	2,124,000					124,000	2,000,000
90-5-006 Surbeck Addition							
State Bldg Constr-State	1,516,000					61,000	1,455,000
92-5-005 Warehouse Facility							
State Bldg Constr-State	960,000						960,000
TOTAL	54,387,000	210,000	2,229,000	5,912,000	13,383,000	12,208,000	20,445,000

**Eastern Washington University
1987-89 Capital Budget Request
and 1987-93 Capital Plan
Project Detail**

Jan. 1987

***Science Building - Addition of Laboratory Space**

Severe health and safety problems exist in the present building relative to various kinds of activities and programs of the four science departments. The building does not meet EPA/OSHA requirements. This project provides planning and construction funding for the correction of life/safety deficiencies and the addition of instructional space.

Project Number: 83-R-001

Fund: State Bldg Constr - State
EWU Capital Projects - State

Prior Expenses	1987-89 Budget	Future Costs	Total Costs
\$ 243,000	\$ 8,785,000	\$ 8,536,000	\$ 17,564,000

***Electrical System Renewal - Code Compliance**

This project provides for the removal, disposal and replacement of PCB contaminated transformers.

Project Number: 86-1-002

Fund: State Bldg Constr - State
Facilities Renewal - State

Prior Expenses	1987-89 Budget	Future Costs	Total Costs
\$ 60,000	\$ 3,367,000	\$ 0	\$ 3,427,000

***Roof Replacement**

Replacement and repair of base sheets, insulation and flashings.

Project Number: 86-1-003

Fund: St H E Constr Acct - State
State Bldg Constr - State

Prior Expenses	1987-89 Budget	Future Costs	Total Costs
\$ 160,000	\$ 755,000	\$ 300,000	\$ 1,215,000

***Non-Appropriated Minor Works**

These projects support Auxiliary and Internal Services Fund activities.

Project Number: 86-3-020

Fund: Bond Issue-Higher Ed - Non-Appropriated

Prior Expenses	1987-89 Budget	Future Costs	Total Costs
\$ 1,108,000	\$ 1,481,000	\$ 3,065,000	\$ 5,654,000

***Life Safety - Code Compliance**

This project provides for removal of asbestos from campus buildings. The life/safety aspects of asbestos are delineated in EPA regulations.

Project Number: 88-1-001

Fund: State Bldg Constr - State
EWU Capital Projects - State

Prior Expenses	1987-89 Budget	Future Costs	Total Costs
\$ 0	\$ 683,000	\$ 3,798,000	\$ 4,481,000

***Fire Suppression Systems**

This provides funding for design and construction of an adequate fire suppression system for the campus to minimize loss due to fire.

Project Number: 88-1-005

Fund: St H E Constr Acct - State
State Bldg Constr - State
EWU Capital Projects - State

Prior Expenses	1987-89 Budget	Future Costs	Total Costs
\$ 50,000	\$ 526,000	\$ 2,738,000	\$ 3,314,000

***Minor Works Projects**

These projects provide for life/safety code requirements, preservation of state facilities and renewal of deteriorated systems.

Project Number: 86-1-010

Fund: EWU Capital Projects - State

Prior Expenses	1987-89 Budget	Future Costs	Total Costs
\$ 435,000	\$ 1,465,000	\$ 3,646,000	\$ 5,546,000

***Small Repairs and Improvements**

These projects (each under \$25,000) will provide for various alterations, repairs, and improvements to campus buildings and systems.

Project Number: 86-1-011

Fund: EWU Capital Projects - State

Prior Expenses	1987-89 Budget	Future Costs	Total Costs
\$ 76,000	\$ 617,000	\$ 1,418,000	\$ 2,111,000

***Energy Conservation**

Implementation of this project will provide for improvements to wall and roof insulation, and includes replacement of incandescent fixtures. All of the projects have a five-year or less payback period.

Project Number: 86-2-006

Fund: St H E Constr Acct - State
State Bldg Constr - State

Prior Expenses	1987-89 Budget	Future Costs	Total Costs
\$ 40,000	\$ 516,000	\$ 0	\$ 556,000

Eastern Washington University
1987-89 Capital Budget Request
and 1987-93 Capital Plan
Fund Summary by Higher Education Institution

Jan. 1987

	ESTIMATED TOTAL	EXPENDITURES		1987-1989			
		1983-85	1985-87	REAPPROP	APPROP	1989-91	1991-93
UNIVERSITY OF WASHINGTON	343,115,000	430,000	39,967,000	49,701,000	94,675,000	64,325,000	94,017,000
FUND SUMMARY							
H E Construct Acct-State	4,000,000		3,639,000				
St H E Constr Acct-State	21,955,000	361,000	8,105,000	13,850,000			
State Bldg Constr-State	91,857,000				37,857,000	34,000,000	20,000,000
UW Building Account-State	24,742,000		1,907,000	2,000,000	5,180,000	7,247,000	8,408,000
H E Reim S-T Bond-State	12,622,000		1,092,000	11,530,000			
Facilities Renewal-State	511,000		511,000				
Bond Issue-Higher Ed-Non-Approp	187,428,000	69,000	24,713,000	22,321,000	51,638,000	23,078,000	65,609,000
WASHINGTON STATE UNIVERSITY	187,203,000	6,569,000	22,662,000	56,818,000	37,390,000	43,670,000	20,094,000
FUND SUMMARY							
H E Construct Acct-State	82,256,000		1,221,000	30,919,000	8,532,000	26,427,000	15,094,000
St H E Constr Acct-State	9,350,000	63,000	2,540,000	6,810,000			
State Bldg Constr-State	23,193,000				10,210,000	7,983,000	5,000,000
WSU Building Account-State	43,695,000	6,506,000	13,270,000	3,919,000	14,400,000	5,600,000	
Facilities Renewal-State	3,000,000		2,150,000	850,000			
Bond Issue-Higher Ed-Non-Approp	25,709,000		3,481,000	14,320,000	4,248,000	3,660,000	
EASTERN WASHINGTON UNIVERSITY	54,387,000	210,000	2,229,000	5,912,000	13,383,000	12,208,000	20,445,000
FUND SUMMARY							
H E Construct Acct-State	197,000						
St H E Constr Acct-State	2,293,000	197,000					
State Bldg Constr-State	34,347,000		293,000	2,000,000			
EWU Capital Projects-State	10,383,000	13,000	768,000	2,059,000	9,947,000	7,759,000	16,641,000
Facilities Renewal-State	1,513,000		60,000	1,453,000	2,355,000	2,359,000	2,829,000
Bond Issue-Higher Ed-Non-Approp	5,654,000		1,108,000	400,000	1,081,000	2,090,000	975,000
CENTRAL WASHINGTON UNIVERSITY	37,528,000	997,000	2,282,000	3,715,000	8,924,000	8,783,000	12,827,000
FUND SUMMARY							
St H E Constr Acct-State	1,332,000			1,332,000			
State Bldg Constr-State	19,404,000				3,846,000	7,141,000	8,417,000
CWU Capital Projects-State	16,267,000	997,000	2,282,000	2,383,000	4,553,000	1,642,000	4,410,000
Bond Issue-Higher Ed-Non-Approp	525,000				525,000		
WESTERN WASHINGTON UNIVERSITY	33,871,000	3,386,000	11,745,000	2,021,000	10,539,000	1,319,000	4,861,000
FUND SUMMARY							
St H E Constr Acct-State	6,700,000		5,550,000	1,150,000			
State Bldg Constr-State	4,019,000				3,310,000		709,000
WWU Capital Projects-State	11,503,000	3,061,000	3,150,000	746,000	1,710,000		2,836,000
Facilities Renewal-State	1,952,000		1,827,000	125,000			
Bond Issue-Higher Ed-Non-Approp	9,697,000	325,000	1,218,000		5,519,000	1,319,000	1,316,000
THE EVERGREEN STATE COLLEGE	40,029,000		3,435,000	5,884,000	13,352,000	5,787,000	11,571,000
FUND SUMMARY							
St H E Constr Acct-State	908,000		796,000	112,000			
State Bldg Constr-State	29,708,000		75,000		12,846,000	5,512,000	11,275,000
TESC Capital Project-State	828,000				257,000	275,000	296,000
Facilities Renewal-State	1,200,000		1,200,000				
Bond Issue-Higher Ed-Non-Approp	7,385,000		1,364,000	5,772,000	249,000		

EWU

Memorandum

ATTACHMENT 9 . B

To: Board of Trustees of Eastern Washington University

From: B. K. Stewart *BKS*
President, ASEWU

Date: January 6, 1987

Subject: Monthly Report

Happy New Year! I hope that each of you had a terrific holiday vacation. It seems that it was just a short time ago when I last wrote a report to you. However, I will update you on December and early January events.

I. Activities

- A. Movies are offered each weekend. Some of the movies planned are: "The Fly", "Jumpin' Jack Flash", "Aliens", and "Stand By Me".
- B. Special music will be offered during various times of the quarter. Guest performers will include Tracy Moore and Buddy Mondlock
- C. The Outdoor Equipment Rental office will be offering special clinics for the ski buff. Clinics will include cross country waxing and equipment clinic and downhill tune up. There will also be a photo workshop.
- D. One of the exciting events of the quarter will be Tolly Burkan, founder of the firewalking movement. He will be teaching methods of self induced healing and firewalking at a free workshop on Tuesday, January 13, 1987 at 9:00 a.m. in the PUB Council Chambers. On that same day at 11:30 a.m. he will also demonstrate firewalking.

II. Council

Council is back and we currently have three new members. The new members have been given a student government orientation. They have chosen their specialized areas and will begin working in those areas.

III. Executive

- A. ASEWU President
After a short lived Christmas break, I am looking forward to my last quarter here at EWU. I have many ideas which I hope to put into motion before the end of my term. I am really excited about the potential which the ASEWU has.

The scheduled press conference was cancelled due to conflicting dates of finals and other out of town meetings. The presidents are in the process of rescheduling this press conference.

The child care subsidy program which is offered by the Associated Students of Eastern Washington University has been increasing in the number of Eastern students served. Our ASEWU secretary, Grace Callahan, is working on a more efficient way to process the many requests.

- B. Vice President, Bryan Collins
Bryan is developing an ASEWU Council handbook. We adopted this idea from the University of Nevada-Reno. A handbook for our ASEWU Council members will help facilitate in the orientation process and be a resource guide for Council current members.
- C. Finance Vice President, Greg McNeill
A financial review of all of our funded organizations is currently being undertaken. We are trying to implement a system where in a sense the ASEWU is auditing our clubs and organizations. This has been well received by the funded groups, and has proven to be quite informative for our office.
- D. Executive Assistants
A new committee procedure handbook and a clubs and organization handbook is being created. In the past an executive assistant assigned by the ASEWU president did all of the work. Documentation of previous procedures and guidelines have been lost. It is my goal to have policy statements for all committee procedures--both appointment and dismissing procedure; and a clubs and organization procedure manual which will include how to recognize a club, what forms need to be completed, and eligibility for funding.

A new election system is being developed. The system currently in place will become obsolete at the end of Spring quarter, 1987 due to the change in the main frame system of this University. We are studying alternative ways in which our ballots can be casted and tabulated.

A spring fair in Riverfront park is being planned. We are hoping to hold a college fair with Spokane Falls and Spokane Community colleges and possibly Washington State University. The goal of this spring fair would be "Higher Education -- Awareness and Knowledge" and also to publicize our individual institution's strengths. An update will be forthcoming.

IV. Concerns

- A. PUB Renovation
After six years, the bids have come in under our estimated costs. With your approval, the renovation will begin. We are all excited, and look forward to the changes of our student union building.

B. Elections

Winter quarter elections will be here before we know it--February 19 and 26, 1987. Up for elections during this quarter will be ASEWU Council position numbers 4, 5 and 6 as well as all executive positions. It is important to get publicity out early with the issues and comments--possibly even from yourselves-- indicating the importance of our student government.

CONGRATULATIONS ON EASTERN'S MEMBERSHIP TO BIG SKY MEMBERSHIP! Let's keep the momentum of our university in the growing direction.. Have a good year!!

gc

\\memos\\botrpbk8.txt

PERSONNEL ACTIONS

January 15, 1987

Academic

1. Appointments

Bruxer, David L., Adjunct Assistant Professor of Social Work, academic year.
(B.A., M.Div., St. Thomas Seminary; M.S.W., University of Washington)

DeAnda, Raul, Assistant Professor of Social Work, for the period January 5, 1987 through June 12, 1987, term appointment.
Salary: \$13,800.
(B.B.A., University of Texas; M.S.W., University of Houston)

Foltz, Barbara, Adjunct Assistant Professor of Social Work, academic year.
(B.A., M.S.W., Eastern Washington University)

Fordan, Robert C., Assistant Professor of Radio-Television, for the period January 2, 1987 through June 30, 1987, term appointment.
Salary: \$10,800.
(B.A., University of California at Riverside; M.A., San Francisco State University)

Tarwater, Katherine C., Assistant Professor of Communication Studies, for the period January 5, 1987 through June 12, 1987, term appointment. Salary: \$13,415.
(B.A., M.A., Southern Illinois University)

2. Change of Title

Rea, Jay, Assistant Librarian for Special Information Services, effective January 1, 1987.

3. Retirement

Edmonds, James J., Professor of Music, effective June 12, 1987.

4. Sick Leave

Wiley, Donald, Professor of Education, paid sick leave for the period January 5, 1987 through March 20, 1987.

The following are recommended for appointment as Adjunct Professors of Health Sciences during the 1986-87 academic year:

Ms. Mary Beth Barone, Deaconess Medical Center
Dr. Scot L. Bradley, Private Medical Practice
Father Patrick Ford, Gonzaga University
Mr. Patrick Harbine, Sacred Heart Medical Center
Dr. Barry Hicks, Spokane County
Dr. Ron Kline, Sacred Heart Medical Center
Dr. Phil Morrison, Sacred Heart Medical Center
Dr. John Moyer, Private Medical Practice
Dr. P. Z. Pierce, Cheney Medical Clinic
Dr. Jan Rhine, Gonzaga University Law School
Ms. Diana Voss, Educational Service District No. 101
Dr. Howard Wilcox, Spokane V.A. Medical Center

The following University faculty are recommended for joint appointment to the School of Health Sciences:

Robert W. Atwood, Professor of Psychology
Prakash H. Bhuta, Assistant Professor of Biology
Karen A. Carlberg, Assistant Professor of Biology
Jeffrey A. Corkill, Associate Professor of Chemistry
Pamela Elkind, Associate Professor of Sociology
James L. Hanegan, Professor of Biology
Sidney K. Kasuga, Professor of Biology
Bruze Z. Lang, Professor of Biology
Donald Lightfoot, Associate Professor of Biology
Haideh Lightfoot, Associate Professor of Biology
W. Scott Mabee, Professor of Applied Psychology
Ernest C. McGoran, Professor of Chemistry
Karen L. Michaelson, Associate Professor of Anthropology
O. Jerry Parker, Professor of Chemistry
Kenneth W. Raymond, Associate Professor of Chemistry
Arthur G. Reitsch, Professor of Quantitative Analysis
Preston O. Ritter, Professor of Chemistry
John A. Ross, Professor of Anthropology
Bartlett D. Whelton, Professor of Chemistry

**EWU
MEMORANDUM**

TO: Ken Dolan, Executive Assistant to the President
FROM: Ivan Zarling, Director, Personnel Administration
DATE: January 5, 1987
SUBJECT: Personnel Actions

The following administrative exempt actions should be brought to the attention of the Board of Trustees for its approval at the January 15, 1987, meeting:

Administrative Exempt Appointments

Anderson, Anthony, Ph.D., Director, Institute for Urban and Local Studies, School of Public Affairs, 50% time, January 1, 1987, through March 31, 1987, \$6,438.

Kolva, H. James, Senior Research Analyst, Institute for Urban and Local Studies, School of Public Affairs, January 1, 1987, through March 31, 1987, \$7,725.

Retirement:

Middleton, Bernard A., Assistant to the Dean, School of Business, effective April 1, 1987.

B&F:3:pm
BOTJANB